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ABSTRACT

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1981 and 1982, are presented. The objective is to provide analyses of curriculum materials which will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select materials appropriate for their students, school, and community. The data book is organized into four major sections. The first section evaluates 5 elementary school textbooks and 11 supplementary materials, including multimedia packages. Section 2 analyzes 19 secondary level textbooks and 15 print, multimedia, and games/simulations supplementary materials. Both sections provide an overview, a section on intended users, rationale and general objectives, content, teaching procedures, and evaluative comments. Section 3 presents brief summaries of the purpose, intended user and uses, and content of 28 teacher resource materials. The final section describes 23 social studies guides or curriculums available through the ERIC system. Indexes exist for author/editor/developer; grade level; publisher; and subject area. (KC)

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DATA BOOK OF SOCIAL STUDIES MATERIALS AND RESOURCES

Volume 8

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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Edited by Laurel R. Singleton

SO 014 443

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Laurel R. Singleton

INTRODUCTION

School personnel selecting social studies programs for use in their classrooms are faced with a wide array of materials from which to choose. Each year, publishers add new titles to the already almost-overwhelming number of social studies materials and resources available. Thus, selection decisions become increasingly complex, and the questions facing selectors more numerous.

What materials are available? What do they cost? How long does it take to use them? For whom are they written? Can my students use them? What did the authors have in mind when they wrote them? What is the content? Do I need special training to use them effectively? What methods should I use in teaching--lecture? discussion? independent study? guided discovery? problem solving? Are the materials effective? Has anyone evaluated them to see if students like them and learn when using them? These are the questions which are answered--to the extent that reliable information is available--in the Data Book of Social Studies Materials and Resources (formerly the Social Studies Curriculum Materials Data Book).

Our objective is to provide analyses of curriculum materials which will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, school, and community on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit.

Development of the Data Book

The Data Book project represents a lengthy and intense effort on the part of individual staff members of the Social Science Education Consortium, Inc. (SSEC). Irving Morrissett and W. W. Stevens, Jr. recognized the critical need for analysis of curriculum materials, particularly in view of the vast numbers of materials becoming available as a result of federal funding of curriculum development projects. In 1967 they developed the Curriculum Materials Analysis System (CMAS)--an analytical instrument devised for examination and evaluation of curriculum materials. Morrissett and Stevens also recognized the need for a concise compilation of information based on the CMAS. With financial support from the National Science Foundation, they worked with the SSEC staff to organize the Data Book project. The Data Book was first published in 1971 in one loose-leaf volume. From 1971 through 1978 the SSEC annually published two supplements to the Data Book. Each supplement consisted of approximately 40 analyses of K-12 social studies materials to be incorporated into the loose-leaf binders. By March 1978 the Data Book had grown to three volumes and contained five categories of materials: project materials (funded curriculum development project materials), textbooks, games and simulations, supplementary materials, and teacher resource materials.

As the cost of the three volumes was becoming formidable to potential users, the decision was made to produce an annual, paperbound version of the Data Book. The paperbound version will give periodical updates to the previous volumes. This fifth annual volume is funded as an Information Analysis Product of the ERIC Clearinghouse for Social Studies/Social Science Education, whose contract is held by the SSEC.

Organization of the Data Book

Analyses of curriculum materials in the Data Book are divided into sections by grade level. Thus, the first major section of the book contains 16 two-page analyses of elementary (K-6) social studies materials, arranged in two categories. "Textbooks" contains 5 analyses of commercially developed textbook series. "Supplementary Materials" contains 11 analyses. Many of the materials in this category are based on sound filmstrips, audiocassettes, simulation, or a multimedia approach to teaching. The second major section of the book is devoted to secondary (7-12) curriculum materials; 19 analyses of textbooks are presented, along with 15 analyses of supplementary materials. Materials appropriate for both elementary and secondary students appear in the elementary section and are cross-referenced in the secondary section.

The third section of the Data Book includes 28 short analyses of teacher resource materials. Each analysis summarizes the purpose, intended users and uses, and contents of the subject book. Most of the books described provide practical suggestions and ideas for classroom teachers.

Twenty-three social studies curriculum guides or units, identified through the ERIC system, are described in the fourth section. The abstracts published here are adapted from those published in Resources in Education (RIE).

All entries are numbered consecutively throughout the Data Book. Each entry is indexed in the back of the book by author/editor/developer, grade level, publisher, and subject area.

Selection of Materials

Materials analyzed in the Data Book must be intended for students or educators in grades K-12 and must fit into one of the following categories: textbooks, supplementary curriculum materials, teacher resource materials, and ERIC documents. The materials must be available through commercial or easily accessible outlets, and SSEC staff analysts must have access to the essential components of each set of materials.

For a number of years, an attempt was made to analyze all new elementary series but only selected secondary texts. Comments from users have caused us to move toward inclusion of all secondary texts as well, subject to space and availability limitations. Revised editions of secondary texts are generally included only if the revisions are major or if previous editions were not analyzed in the Data Book.

In the supplementary materials category, only a portion of the many new materials published each year can be included in the Data Book. As a general rule, we select materials that represent a cross section of subject areas, types of materials, teaching strategies, and publishers. When possible, we seek to include materials that use innovative approaches to teaching and learning. The Data Book does not include analyses of films unless they are part of a larger curriculum package. Similarly, single filmstrip/cassette programs are not included unless they are part of a larger package.

Materials selected for analysis in the teacher resource section generally have some practical classroom application, although materials of an analytical nature may be included if they are thought to have some particular relevance to teachers or curriculum planners. Some of the materials listed in the teacher resource section are also available from ERIC; this information is noted in the analyses. However, they are listed in the teacher resource section because they are easily available from publishers who distribute materials on a nationwide basis. In contrast, the materials listed in the ERIC documents section are either instructional units available only through ERIC or state and local curriculum guides.

USING THE DATA BOOK

The Data Book is not intended to be used as a catalog from which materials are ordered. Rather than basing decisions solely on the Data Book analyses, we encourage users to screen materials of interest using the analyses and then write for review copies of materials which meet their preliminary criteria for selection.

Analyses of Curriculum Materials

The sections of the Data Book presenting analyses of elementary and secondary materials are organized in the same way. Analyses of textbooks--arranged in alphabetical order by title--are followed by analyses of supplementary materials. The supplementary materials are further subdivided into print materials, multimedia materials, and games and simulations. Within each of these subcategories of materials, the analyses are presented in alphabetical order by title. Each analysis includes the following:

1. A heading listing the authors or developers, the publisher, the publication date, the publisher's suggested grade level, a description of the materials and their cost, and the subject area. A complete list of publishers' addresses is provided at the end of this book. If a set of materials is available from someone other than the publisher, that source is listed in the heading of the data sheet. Price information presented is as current as deadline demands permit; however, in today's volatile economy, prices may well have changed and the publisher should be contacted for the current prices.

2. An overview of the most significant features of the materials.

3. Information about the required or suggested time necessary to use the materials.

4. A description of the intended user characteristics, including both students and teachers. If the analyst feels that a set of materials is appropriate for grade levels other than those suggested by the publisher, this information will be provided here.

5. An explanation of the rationale and general objectives of the materials.

6. A description of the content, including basic concepts, generalizations, trends, and themes presented in the materials.

7. An explanation of the primary teaching and/or gaming procedures.

8. Information related to any evaluation of the materials prior to publication, along with the analyst's comments and suggestions.

Analyses of Teacher Resource Materials

The analyses of books for teachers are arranged alphabetically by title. Each analysis includes a heading listing the authors or developers, publisher, publication date, grade level, a description of the materials and cost, and the subject area. The analysis describes the purpose of the publication, ways it can be used, and the content.

Analyses of ERIC Documents

The abstracts of curriculum guides or units available through the ERIC system are arranged alphabetically by title. For each, the ED number is included, as are author/developer information, the date of the document, ordering information, grade level, and subject area.

To order microfiche (MF) copies of any ERIC document, write to the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Paper copies (PC) of some ERIC documents may also be ordered from EDRS. When paper copies are not available from EDRS, the ordering source is given with the citation.

When ordering from EDRS, be sure to list the ED number, specify either MF or PC, and enclose a check or money order. Add postage to the MF or PC price at the rate of $1.55 for up to 75 microfiche or paper copy pages. Add $0.39 for each additional 75 microfiche or pages. One microfiche contains up to 96 document pages.

Approximately 700 libraries throughout the United States subscribe to ERIC. If there is an ERIC microfiche collection at a nearby university library or school resource and service center, you might prefer to look over specific documents there before ordering.

Indexes

The curriculum materials analyses, teacher resource descriptions, and ERIC documents are numbered consecutively throughout the *Data Book*. These entry numbers are used in the indexes at the back of the book, which cross-reference all materials according to author/developer/editor, grade level, publisher, and subject area.

A Word About the Fry Graph for Estimating Readability

For textbooks and supplementary books analyzed in the *Data Book*, we generally report a reading level based on an analysis using the Fry Graph for Estimating Readability (see page 7). The reported reading level is an *average* of the reading levels of six randomly selected passages throughout the book. For example, the passages in one eighth-

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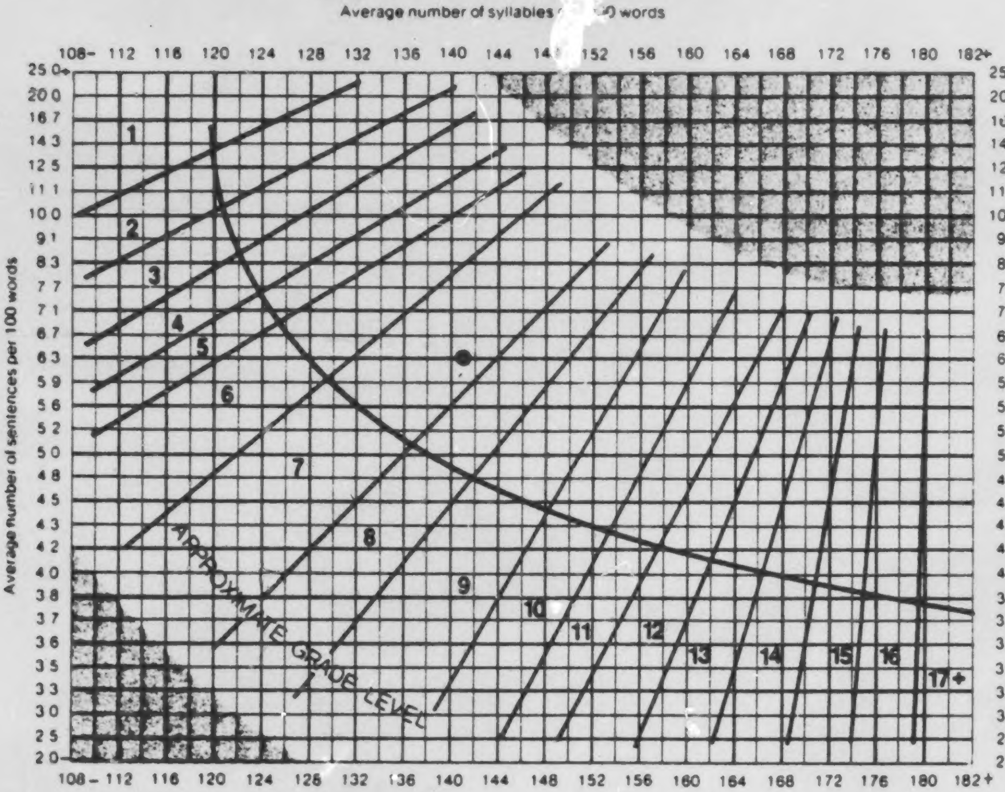
GRAPH FOR ESTIMATING READABILITY —EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe*, *IRA*, *1945*, and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and & is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT) grade text may range from fifth to eleventh grade and another eighth-grade text may contain sample passages only ranging from seventh to ninth grade. Yet, based on the Fry graph, both have an average reading level of eighth grade.

Readers may also notice that the publisher reports one grade level, while we report a different grade level. This can easily happen, depending on the passages selected and the reading scale used.

We have elected to use the Fry graph primarily because it is relatively easy to use and has proven to be about as accurate as the other reading scales. However, we do have the following reservations about the Fry graph: (1) The average reading level of a particular book can be quite different if different sets of passages are used. For this reason, we use six passages instead of the required three. (2) The Fry graph does not take into account familiar long words used over and over in a passage, such as "government," "environment," or "America." (3) No special provisions are made for proper names. (4) The Fry scale does not take into consideration teaching reading in context; for example, use of phonetic respellings or definitions of a word within a sentence in the passage.

Many publishers prefer the Dale-Chall scale (or Spache formula for primary grades) to the Fry graph. While the Fry graph uses the criteria of word and sentence length, Dale-Chall scores are based on sentence length and the percentage of words not appearing on a list of 3000 familiar words. The Dale-Chall formula does take account of repetitive use of words not on the basic list (often long words) and of proper names, two factors that contribute to high Fry scores. With its 30-some rules and list of 3000 words against which passages must be checked, however, the Dale-Chall scale is much more difficult to apply.

All of the readability formulas share a range of problems. Formulas do not account for vocabulary instruction, and the functions texts are intended to serve in the classroom are not considered. Other factors that affect both "learnability" and "understandability" but are not considered by the readability formulas are student interest, motivation, and prior experience; linguistic difficulty not reflected in standard readability formulas (i.e., short words that are difficult, familiar words used in an unusual way, or difficult stylistic variations in sentence structure); context; and conceptual load.

Because of the specific disadvantages of the Fry graph and the general problems with readability formulas, we strongly urge you not to select or eliminate any book you are considering based on readability scores alone. We include our own reading analysis and that of the publisher (when available) simply to give you an idea of the average reading level of the text. Textbook selection or nonselection should not rest on reported readability levels alone.

ANALYSES OF ELEMENTARY CURRICULUM MATERIALS

TEXTBOOKS

Entry No.	Title	Page No.
1	American Book Social Studies	13
2	Follett Social Studies	15
3	Holt Social Studies	17
4	Modern Curriculum Press Social Studies Program	19
5	Riverside Social Studies Program	21

1. AMERICAN BOOK SOCIAL STUDIES

Authors:	Various
Publisher:	D.C. Heath and Co.
Publication Date:	1982 (rev. ed.)
Grade Level:	K-6
Materials and Cost:	Kit including study prints, activity cards, duplicating masters, and teacher's guide (K), $129.00; 7 texts (1-6), hardbound, 184 to 440 pp, $7.35 to $12.00; 7 teacher's editions, paperbound, 216 to 504 pp, $8.79 to $13.53 (supplementary materials include worksheets on duplicating masters for grades 1-6 and workbooks and tests for grades 3-6)
Subject Area:	Interdisciplinary social studies

Overview

This moderately revised edition of American Book's 1979 basal elementary series is now published by D.C. Heath. Like its predecessor, the series is organized around the expanding environments scheme and draws its content from the social science disciplines, primarily history and geography but also political science, anthropology, economics, and sociology. Case studies are used extensively, and map skills are emphasized. Changes in this edition include revision of the material introducing the series in the teacher's editions, expansion of material in the teacher's editions, and expansion and updating of the narrative in some student texts.

Required or Suggested Time

Materials for each of the seven grade levels in the American Book Social Studies program are sufficient for a one-year course. A suggested time allotment for each lesson is provided in the teacher's editions for grades 3-6. These times vary from as little as a half-period to as much as nine periods. Extension activities are suggested for some lessons.

Intended User Characteristics

This program was designed for use by typical students in grades K-6. A Fry readability analysis of three texts from the series showed the grade 6 text to be at grade level, while the grade 3 and 5 texts were one grade above their designated level in readability. New words are presented in boldface type and are defined in context. Some teaching suggestions for dealing with "Individual Differences" are given, but they do not generally provide alternative strategies for presenting the core content of the lessons and thus will not be of great help to a teacher with many students having reading difficulties. No teacher training is required.

Rationale and General Objectives

The revised teaching material for this edition of the series contains no program rationale. However, detailed scope-and-sequence charts provided for each text indicate that the series aims to develop the following student skills: map and globe, reading, locating, organizing, interpreting, making decisions, appreciating, and communicating. Content to be conveyed revolves around

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Data sheet by Laurel R. Singleton.

five major themes: people in places (geography), people through time (history), people use resources (economics, career awareness), people interact (sociology/anthropology), and people organize themselves (political science). Specific objectives for each lesson are provided in the teacher's editions.

Content

The content of the series is drawn from all the social science disciplines and is arranged according to the expanding environments scheme. The kindergarten program, entitled Beginnings, was not reviewed.

The grade 1 text, People, examines what makes people human, focusing on people in groups, communication, the environment, meeting needs, and dealing with change. The second-grade text, Neighbors, introduces students to life in communities, looking at rules, jobs, interdependence, and community problems. Communities in other cultures and in the future are covered. Map work at this level has been increased in the 1982 edition.

Alternate texts are available for grade 3. Both expand on the grade 2 introduction to communities using case studies to illustrate the concepts of basic needs, environment, specialization, customs, rules, and change. Places uses primarily U.S. communities to illustrate the concepts, while Communities draws its examples from communities around the world.

People in Places is a general geography text, focusing more on concepts of physical and cultural geography than on geographic data on particular regions, as many fourth-grade texts do. A new chapter on the geography of the United States has been added to the text, which also includes a chapter on the future.

New in the grade 5 text, The American People, is a unit on Latin America and Canada. The bulk of the text is devoted to a chronological survey on U.S. history, but geography and the future are also covered. People of the World, the grade 6 text, is essentially a world history text, but this edition does include expanded coverage of global issues.

Case studies are used extensively to add meaning and interest to lesson content. Special "Skill Pages" are interspersed throughout the texts. Each chapter also ends with review materials. All the texts are profusely and colorfully illustrated. Both text and visual components present balanced and unbiased treatment of women and of various racial and ethnic groups. Historical accounts reflect a variety of points of view and encourage thinking and inquiry.

Teaching Procedures

The teacher's editions for the 1982 series are paperbound. The lengthy generic introduction to the series has been eliminated in favor of briefer, detailed information on the material covered in the particular text. The bulk of the teaching material is provided in marginal annotations alongside reduced student pages. These notes provide the following information for each lesson (or chapter for grades 1-2): suggested time allotment (grades 3-6), vocabulary, background, objectives, detailed instructions for presenting the lesson--primarily through reading and discussion--and answers to checkup and chapter review questions in the student text. Additional suggestions for motivation, dealing with individual differences, relating the lesson content to current events, extension activities, and teaching specific skills are provided for some lessons. Added to the back of the 1982 teacher's editions are a bibliography and black-line masters for student tests.

Evaluative Comments and Suggestions

This sound, easy-to-implement series is distinguished by its frequent use of case studies, its focus on the future at several grade levels, and its offering of alternate texts at the third grade, one providing for teachers who wish to focus on the United States and one designed for teachers who wish to take a global perspective.

2. FOLLETT SOCIAL STUDIES

Authors:	Various
Publisher:	Follett Publishing Co.
Publication Date:	1983
Grade Level:	K-7
Materials and Cost:	Box of activity cards (K), $9.96; worksheet booklet, $1.23; 8 texts (1-7), hardbound, 144 to 512 pp, $7.32 to $12.09; 8 teacher's annotated editions, hardbound, 172 to 576 pp, $9.75 to $16.08; 8 teacher's guides, paperbound, $3.00 to $3.99 (supplementary materials include worksheet duplicating masters for grades 1 and 2 and workbooks and unit tests for grades 3-7)
Subject Area:	Interdisciplinary social studies

Overview

This new elementary program is designed to "help children understand their physical and human world so that they may become better citizens." The series is organized around expanding environments, with some significant differences: Grade 1 focuses on school, friends, home, and neighborhood, rather than family only; Grade 5 provides coverage of both U.S. history and the U.S. today as well as Latin America and Canada; and three alternative texts are offered for grades 6 and 7. The series is attractively presented, with a more open, colorful format than previous Follett series. Teaching helps are provided in two publications--teacher's annotated editions and teacher resource books. The kindergarten worksheet/activity card program and the supplemental materials for grades 1-7 were not reviewed.

Required or Suggested Time

This series is composed of eight textbooks, each containing sufficient material for a full year of social studies instruction. The teacher's edition for each text suggests the number of weeks to be devoted to each unit, stressing that teachers should adjust the schedule to fit the needs of their students. A schedule for using the first-grade text in one semester is also given.

Intended User Characteristics

The intended audience for this series is students in grades K-7. The offering of three alternative texts for grades 6 and 7 is unusual, providing flexibility to sixth- and seventh-grade teachers who want a choice of content. This feature allows the series to extend through grade 7, an attractive feature for districts wishing to offer a continuing social studies program through that level.

The publisher states that the reading level of the student texts has been carefully controlled. Using the Fry graph, this analyst found the grade 3 and 5 texts to be one level above their designated grade in readability and the grade 6/7 option, Latin America and Canada, to be at grade level. Aids to reading are provided in the texts. Advance organizers are provided for each unit or chapter of the student texts, and new words are presented in bold type and are defined in context.

Data sheet by Laurel R. Singleton.

Rationale and General Objectives

Follett Social Studies is designed to "help students understand themselves and others in the world around them." Four key areas are targeted as means of achieving this broad goal: (1) content presented is interdisciplinary, drawing on all the social sciences and the humanities, as well as focusing on how students function in significant social roles (self, worker, consumer, family member, friend, and group member); (2) important skills are introduced and reinforced throughout the program; (3) democratic values important to the American heritage are emphasized as a means of developing participating citizens; and (4) areas that students must understand to cope with life in the 21st century (global interdependence, the changing world of work) are examined.

Content

Home and School focuses nearly equally on the school and the family. Friendship is examined, and the neighborhood is introduced, as is a cross-cultural perspective. Grade 2, People in Neighborhoods, first examines human needs and wants, decisions humans make to fulfill those needs and wants, and people at work. It then looks at community needs and wants, community decisions, and communities around the world. Grade 3, Our Communities, covers life in different types of communities and looks at how cities grow and change. U.S. and foreign cities are compared and contrasted. The final unit looks at communities in the future.

Grade 4, World Regions, provides a geographic and economic study of earth and its people, with a detailed look at various world regions. Our United States devotes approximately two-thirds of its pages to a chronological introduction to U.S. history; the remainder focus on the geography, population, and occupations of U.S. regions today, introduce Latin America and Canada, and look to the future.

Three texts are offered for grades 6 and 7. Latin America and Canada examines the geography, history, people, and future of those areas. Our World Today presents wide-ranging content that might best be described as "world studies," covering physical and cultural geography, economics, culture studies, government, and world concerns. People, Time, and Change is a world history text that covers both Western and non-Western cultures.

Each text opens with an atlas, which sets the stage for further map work. Careers are emphasized from grade 2 on, while focus on the future begins in grade 3 and continues throughout. Treatment of women, minorities, and the handicapped is nonstereotypic.

Teaching Procedures

The teacher's annotated editions provide an introduction to the program and the particular text, as well as an answer key for text questions. Provided for each unit are an overview, objectives, suggested materials, a list of skills emphasized, and suggested activities. Annotations on student pages throughout the book suggest additional activities, always keyed to specific skills. The teacher's resource books are paperbound supplements providing lesson plans, background information, application and extension activities, and references. The majority of activities suggested focus on reading review, discussion, and paper-and-pencil skill-building activities, but more variety is provided for through the extension activities in the resource book.

Evaluative Comments and Suggestions

While this series is similar to previous Follett programs in its goals and its presentation of substantial content, it is different in other ways--its more open and readable format, its introduction of the study of social roles, and its focus on the future. The latter two features and the provision of three texts for grades 6 and 7 make this series a rather unique offering. The series' only significant drawback in this analyst's view is the division of the teaching material into two books.

3. HOLT SOCIAL STUDIES

General Editor:	JoAnn Cangemi
Publisher:	Holt, Rinehart and Winston
Publication Date:	1983
Grade Level:	K-6
Materials and Cost:	Teacher's guide (K), spiralbound, 80 pp, $6.72; 40 duplicating masters, $16.20; 6 texts (1-6), hardbound, 96 to 448 pp, $6.99 to $11.76; 6 teacher's editions, spiralbound, 144 to 512 pp, $12.66 to $16.20 (supplementary materials include workbooks with teacher's editions for grades 3-6 and "classroom organizers" for grades 1-6)
Subject Area:	Interdisciplinary social studies

Overview

Holt Social Studies is an entirely new series, far different from this publisher's former offering in elementary social studies, the Holt Databank. The new series places heavy emphasis on skills, particularly geography skills. In addition, concepts related to history, citizenship/ government, economics, and sociology are found throughout the series. The content follows the expanding environments scheme--from Me at kindergarten and People at grade 1 to Our History and Our World at grades 5 and 6. The publisher's materials emphasize that the series has "an accent on America," but the earlier levels of the series also provide examples of people, neighborhoods, communities, and regions from other countries along with multiple examples from the United States. Student workbooks for grades 3-6 and "classroom organizers" containing tests, posters, and activity masters for grades 1-6 supplement the student texts and teacher's editions. A correlation of this program with the Holt Databank is available from the publisher upon request.

Required or Suggested Time

The teacher's guide for the kindergarten level provides 49 lessons--one to two per week for one year. The texts and teacher's editions for grades 1-6 also provide sufficient material for one year's instruction. In fact, if the abundant extension activities are used along with the workbooks to supplement the texts, teachers--particularly at the higher levels--will have to spend 20 to 30 minutes on social studies each day in order to complete the materials.

Intended User Characteristics

According to the publisher, these materials are at grade level in readability, using the Dale-Chall formula and excluding technical terms, which are printed in boldface type and defined both in the text and in the margins. A Fry reading analysis indicated that the grade 3-6 materials are one to two grades above their designated reading level; grades 1 and 2 are at grade level in readability.

No special teacher training is required to use the program, which will be most effective if teachers take the

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Data sheet by Frances Haley.

time to choose from among the many teaching activities and supplementary materials those which best meet the needs of their students.

Rationale and General Objectives

The publisher does not provide a rationale statement for the series, but does list a number of factors that "set Holt Social Studies apart"; these include (1) a focus on America--its people, history, and institutions, (2) a carefully sequenced skills program, (3) interesting writing, (4) special treatment of social studies vocabulary, (5) activities for students of varying abilities, (6) evaluation sections to help assess student progress, and (7) encouraging of students to "think about what they can do for others." Scope and sequence charts are provided for both skills and content in the teacher's editions; the student texts provide knowledge and skill objectives for each chapter.

Content

The kindergarten program, Me, helps students learn about themselves, their school and daily life, their family, friends, and neighbors, and the world around them. Major holidays are also studied. At grade 1, students look at People in the context of the family, the school, and time and space. They also compare houses, clothing, and travel today and in the past.

At grade 2, the focus is on Neighborhoods. Covered are the wants, needs, and work of people in neighborhoods, the purposes of neighborhoods, some "neighborhoods of yesterday," holidays in different neighborhoods, and neighborhoods around the world. The people, history, and work of communities are the topics of the grade 3 text, Communities. As in grade 2, examples from both the United States and around the world are used. Our Regions, the grade 4 text, looks at regions of the United States. After learning about the land, climate, resources, and industry of a region, students look at several of its cities and communities. The last unit in the text focuses on Canada, Mexico, and Puerto Rico.

A chronological history of the United States is presented in the grade 5 book, Our History. The grade 6 text, Our World, opens with an examination of world landforms and climate and early world cultures. The book then presents a unit on each continent except Antarctica. Discussion of the land, climate, resources, and industry of the continent is followed by in-depth studies of specific countries.

Teaching Procedures

Students read and discuss material provided in their texts. Reading is aided by section reviews--questions about the content--included in each chapter section. Lessons to develop social studies skills are interspersed throughout each text.

The teacher's editions suggest numerous extension activities, linking many to other areas of the curriculum--art, math, reading, language arts, science, music, and career education. These activities are color-coded according to difficulty. The teacher's editions also provide information on integrating disabled students into the program, bulletin board ideas, and suggestions for field trips. For each unit, a bibliography for teachers and students and a list of films and filmstrips are given.

Evaluative Comments and Suggestions

The content of Holt Social Studies is similar to that of other elementary series that follow an expanding environments arrangement. It differs in its excellent skills program and wealth of substantive material. The program has a strong focus on substantive content and skill development; no affective objectives or lessons are included, although students are taught about many cultures and countries. Teachers will need to spend substantial time planning which of the many extra activities and materials provided with the series they will use.

4. MODERN CURRICULUM PRESS SOCIAL STUDIES PROGRAM

Authors:	Jack Abramowitz, Louis H. Abramowitz, and Kenneth Job
Publisher:	Modern Curriculum Press, Inc.
Publication Date:	1980-1982 (rev. ed.)
Grade Level:	4-7
Materials and Cost:	4 texts, hardbound, 282 to 406 pp, $8.88 to $10.95; 4 teacher's guides, paperbound, 36 pp, $2.00 each; 4 workbooks, paperbound, 60 to 96 pp, $1.74 to $2.10
Subject Area:	Interdisciplinary social studies

Overview

The Modern Curriculum Press Social Studies Program is a four-title series designed for students in the intermediate grades. The texts, whose previous editions were published by Tri-Ed Corporation and Globe Books, stress history and geography, but concepts from sociology, economics, government, and anthropology are also introduced. The books are specifically designed to provide successful learning experiences to students with learning difficulties. The content is presented through reading and discussion, with little instructional variety provided for. Titles of the four books are The Earth: Regions and Peoples (grade 4), The United States: People and Leaders (grade 5), Homelands of the World: Resources and Cultures (grade 6), and Civilizations of the Past: Peoples and Cultures (grade 7).

Required or Suggested Time

Each of the texts is divided into from seven to twelve units, which are further divided into brief (one- to two-page) sections. Two of these sections can easily be covered in a typical 40- to 50-minute class period. Given the total number of sections per book, each book could thus be covered in one semester of instruction in which social studies is offered daily or a year of instruction in which social studies is offered two to three times per week.

Intended User Characteristics

This series is designed for use by intermediate students (grades 4-7). The texts are organized into very brief sections headed with key questions designed to focus student reading; important words are highlighted with a color tint. Frequent reviews of factual information are provided in the text and through the workbook activities. The publisher reports that readability has been controlled at or below grade level for each text. A Fry readability test by this analyst confirmed this assertion for The Earth, but found the other three texts to be one level above their designated grade in readability; the other aids to readability described above should counteract any difficulty, however.

Rationale and General Objectives

Five general aims are given for the Modern Curriculum Press Social Studies Program: "(1) to present up-to-date information about different regions which gives recognition to the changes in recent years and which avoids stereotyped versions of life in these regions, (2) to develop written materials that can realistically meet the present abilities in reading and comprehension of many lower grade pupils, (3) to offer aid within the textbook for that one-third of the school population who have significant deficiencies in the areas of reading,

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Data sheet by Laurel R. Singleton.

comprehension, perception, and oral and written expression, (4) to develop realistic levels of understanding of the related disciplines of geography, history, economics, anthropology, and sociology for a lower grade child, and (5) to provide structure, support, and success for the pupils using the texts."

An introduction to each student text describes the overall goal of that text. Specific objectives for the individual texts are not given in the teacher's guides.

Content

The Earth: Regions and Peoples introduces students to a study of geography, providing a great deal of map work in the initial unit. The text then goes on to cover coastal regions of the United States and grassland, desert, tropical, mountain, and northern forest regions in the United States and other parts of the world. Primary emphasis is on physical geography, but some coverage is also given to cultural geography and history.

The United States: People and Leaders opens with a discussion of the people of America, focusing on why people immigrated to the United States. Then follows a chronological history of the United States. The final unit of the text focuses on problems and how the United States may address them in the future; covered are peace, housing, transportation, problems of working people, race relations, ecology, conservation, and energy.

Homelands of the World: Resources and Cultures opens with a unit that introduces basic geographic concepts and the importance of resources. The remaining six units focus on how people live in the United States, Canada, Lâtin America, Europe, Asia, and Africa. Again, the emphasis is on physical geography, but concepts from other disciplines are also presented.

Civilizations of the Past opens with a map and globe unit that is not closely tied to the content of the rest of the book, which looks at early civilizations around the world. Covered are civilizations of the Tigris-Euphrates Valley, Egypt, Greece, Rome, Early America, Africa, India, Southeast Asia, and "the Orient" (China and Japan). The final unit examines development of modern Western civilization, with focus on the effects of the Industrial Revolution, the rise of nation states, and colonialism. The effects of colonialism on colonized areas are not discussed.

Teaching Procedures

This program is designed to be presented through reading, discussion, and review using text exercises and workbook activities. The teacher's guide at each level provides a brief introduction to the program, followed by page-by-page suggestions for discussing the text material with students. No enrichment activities or evaluation strategies are suggested.

Evaluative Comments and Suggestions

The publisher's concern with students who have difficulty dealing with standard texts is both laudable and evident in the structure of the texts. However, the program would be greatly improved by improved teacher materials, which would include strategies that encourage student involvement in a variety of nonreading situations as well as references to audiovisual materials that could supplement and enliven the rather unexciting narrative presentation.

5. RIVERSIDE SOCIAL STUDIES PROGRAM, THE

Publisher:	Riverside Publishing Co.
Publication Date:	1982
Grade Level:	1-7
Materials and Cost:	7 texts, hardbound, 128 to 512 pp, $6.66 to $10.95; 7 teacher's editions, spiralbound, 159 to 543 pp, $10.32 to $15.24; 7 sets of worksheets on duplicating masters, $19.23 to $25.50
Subject Area:	Interdisciplinary social studies

Overview

Although nowhere in the series or their promotional material does the publisher acknowledge this fact, the Riverside Social Studies Program is a new edition of the Our Widening World series originally published by Rand McNally in 1980. The series generally follows an expanding environments content arrangement, although the concept of community is studied at grade 2 rather than grade 3, which instead focuses on U.S. geography. Alternative texts are offered for grades 6 and 7. The grade 5 text is the only one that has undergone significant revision and is also the only text that could not be used in classrooms with the earlier edition. A new unit on North and South America has been added and other units have been substantially rewritten. The grade 1-3 texts are virtually unchanged, while the grade 4 text and the two texts for grades 6 and 7 have had very minor revisions, the most important being the addition of a number of new maps.

Required or Suggested Time

Each textbook is designed as the basis for a one-year course in social studies. The texts are divided into units, chapers, and lessons. Each lesson provides work for one to four class periods, with the number of days required indicated in the teachers' editions. The reinforcing and extending activities suggested for lessons require additional time.

Intended User Characteristics

This series in intended for students in grades 1-6 or 7. The two texts The World Now and Then and World Views can be used at either grade 6 or grade 7; both build on the concepts and skills presented in the fifth-grade text. All texts have been developed with general classroom use in mind; basic lessons are aimed at "average" students but suggestions for "building basics" provide remedial work for less-able students and "advanced work" suggestions are directed toward gifted students. The third- and sixth-grade texts were found to be at grade level in readability according to the Fry graph, while the grade 5 text was one grade level above its designated grade in readability.

No special teacher training is required to use the series.

Rationale and General Objectives

The philosophy underlying the Riverside Social Studies Program is that "social studies focuses on people and the various ways they interact with one another and with the world around them." The program is thus designed to help children explore those relationships, and as they do, to "acquire the knowledge and skills critical to responsible citizenship in a free society." Developers state that students are also helped to develop certain attitudes, particularly respect for others, appreciation of others, and pride in their country. To explore

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Data sheet by Laurel R. Singleton.

human ways of life, the program draws on concepts from geography, history, anthropology, economics, and political science. Scope and sequence charts for both skills and concept development are presented in the teacher's editions.

Content

The content of the series generally follows the traditional expanding environments approach. You and Me helps first-graders examine likenesses and differences among people and introduces them to beginning globe and map concepts. The community is the central subject of the second-grade text, Here We Are. Considerable attention is given to map and globe skill development in grade 2. By studying Plymouth as a community, students are introduced to historical perspective.

The third grade text, Our Land, is a geographic introduction to the United States. Areas diverse in terrain and climate are explored, with much attention given to environmental concerns. The geographic emphasis is continued in grade 4, Where On Earth, but the setting is expanded to include the rest of the world. The focus in this exploration is on geographic areas rather than national boundaries.

The fifth-grade book, now titled The Americans, takes a significant events approach to the history of the United States. A new unit has been added to this text; it provides a broad overview of the geography, history, and current status of countries in North and South America.

The two alternative texts at grades 6/7 both focus on the world. The World Now and Then is organized around four concepts--food, cities, government, and technology--examining the history of various world areas in relation to these concepts. World Views concentrates on world geography and world cultures, looking in some depth at the continents of Australia, Asia, Europe, Africa, South America, and North America.

In all seven texts, skill development--especially geography skill development--is integrated into the narrative text. A number of new maps have been added to the texts for grades 4-7. Beginning in grade 3 and continuing throughout the rest of the series, primary source materials and stories are used along with the descriptive narration.

Teaching Procedures

Instructional procedures are clearly outlined in the teacher's editions--spiralbound books with reproduced student pages bordered by wide margins. Teaching suggestions are printed in these margins. Each lesson begins with a listing of the behavioral objectives and key vocabulary words. Lesson strategies are then presented, along with suggestions for remedial work and advanced students. Some lessons include evaluation strategies. When necessary, the teacher's attention is drawn to the materials needed in the next lesson, a helpful feature. References to the accompanying worksheets (provided on duplicating masters) are both more specific and more clearly highlighted in this edition of the program. The worksheets reinforce knowledge gained and provide opportunities for application of skills.

Although teaching strategies tend to emphasize reading and discussion, other kinds of involvement are also suggested; these include small-group experiences and inquiry-type activities. The teacher's editions at grades 1 and 2 also provide detailed instructions for field trips to accompany each text unit.

Evaluative Comments and Suggestions

This series' most notable feature is its strong geographic emphasis. This emphasis can be observed in both the content focus and in the effective integration of geographic skill development throughout the lessons in each text. This emphasis is undoubtedly due to the series's initial development by Rand McNally. It is unfortunate that the current publisher does not make this previous edition's existence explicit.

SUPPLEMENTARY MATERIALS

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16 Life in America: On the Frontier 45

6. BIG WORLD, SMALL WORLD, MY WORLD

Publisher:	U.S. Committee for UNICEF
Publication Date:	1981
Grade Level:	4-6
Materials and Cost:	File-folder packet containing 5 pages of teacher's instructions, 4 duplicating masters, 1 poster, $3.00
Subject Area:	Global studies

Overview

Big World, Small World, My World is a four-lesson unit designed to give upper elementary students "a basic awareness of human cultures, the commonality of human needs and interests, and the responsibility for sharing the world's resources and benefits." The unit, which requires about one week to complete, involves students in a variety of activities, including discussions, role plays and simulations, picture analysis, reading, and completion of worksheets. The teacher's material contains instructions for using the lessons, as well as a brief listing of teacher resource materials.

Required or Suggested Time

The developers suggest that the four lessons be used as the basis for a one-week unit or be interspersed throughout the year. Use of additional activities suggested in the teacher's material could extend the study considerably; several of these activities would involve students in ongoing projects related to global studies.

Intended User Characteristics

The program is designed to be used in social studies classes in grades 4-6. Reading required is minimal; passages could be read aloud if the class includes students with reading difficulties. No special teacher preparation is required, although administrative support may be necessary if students wish to undertake projects supporting UNICEF, as suggested in the unit's final activity.

Rationale and General Objectives

This program is designed to meet five broad goals. The teacher's material states that after completing the program, students will "have a better understanding of the diversity of human life on earth; be able to identify and discuss differences among human cultures; be able to list needs and interests that all humans everywhere have in common; better understand the importance of sharing responsibilities, assistance, trade, knowledge, and resources among the world's nations; and begin to feel a personal obligation to participate and share in our interdependent world." One specific objective is listed for each of the program's four activities.

Content

The first activity in the program focuses on world population--its size and distribution. Students begin to examine the world's diversity in terms of languages, religions, and the environments in which people live. In activity 2, students examine pictures of people from ten countries, searching for evidence of diversity. They then read about the lives of children in India, Zambia, and Peru and compare aspects of these children's existence with their own. In the third lesson, a play about

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Data sheet by Laurel R. Singleton.

the return of the "Squint Team" to Planet Namuh introduces students to the commonalities of needs and wants among the world's peoples. Finally, students examine global resource distribution and how activities of the United Nations affect the lives of people in other countries. Throughout the unit, the focus is on children around the world.

Teaching Procedures

The teaching strategies used in the four lessons are varied, although each does include a worksheet which students read and/or complete. The first lesson is introduced through a worksheet that shows the number of people on each continent; the percentage of the world's population which each number represents is indicated. Students determine what their class would look like if it were divided up among continents like the world is. Suggestions for making the enormous population figures understandable are also given; for example, by having students calculate how many school buses would be needed to hold everyone on earth. Students then do individual or small-group research into languages, religions, and climates around the world.

The second activity opens with a discussion of whether all students in the class are alike. Students then examine pictures of children from different nations and read descriptions of three children. On the basis of this information, they list differences among people. Questions to focus the discussion are provided.

The major activity in the third lesson is enactment and discussion of a play in which members of a team from another planet report on similarities among people on earth. The pictures of children are again analyzed, this time to find similarities among the children pictured.

Teachers are directed to open the fourth activity by announcing that the class will be turned into a small model of the world, with some students getting disproportionate amounts of the available resources--space, books, and snacks. Students then discuss how they might improve this model world. It is suggested that a model United Nations might be formed. The role of UNICEF is then introduced, and students complete a worksheet on which they calculate how they might raise money for UNICEF through a flea market of contributed items.

Several additional activities are suggested for each lesson. For example, for the last lesson, it is suggested that students might actually conduct a flea market or other fund-raising event for UNICEF or might research in greater detail the operations of the United Nations. Example activities suggested for use with the other lessons include making presentations about conditions in countries around the world, corresponding with students in other countries, writing brief descriptions of themselves similar to the descriptions of children from other countries given on the worksheets accompanying activity 2, pantomiming the common needs and wants of children, and performing plays.

Evaluative Comments and Suggestions

These inexpensive materials provide a good, brief introduction to some global issues for students in grades 4-6. While the final activity is something of a sales vehicle for UNICEF, teachers who object to this could easily adapt the activity to be more general.

7. CREATIVE PROBLEM SOLVING: PLANNING NEW WORLDS

Authors: James A. McAlpine and others
Publisher: Sunburst Communications, Inc.
Publication Date: 1982
Grade Level: 3-9
Materials and Cost: Stand-up display box containing 60 activity cards, 26 reproducible worksheets, 2 student information sheets, 1 record sheet, and a teacher's guide, $85.00
Subject Area: Future studies, social studies (skill development)

Overview

The *Creative Problem Solving: Planning New Worlds* kit contains activities to help gifted students in grades 3-9 use Bloom's taxonomy and a creative problem-solving (CPS) model to find solutions to problems of the future. Developed by teachers and classroom tested, the kit can be used in independent study courses or to supplement the regular curriculum. Through worksheet exercises and classroom discussion, students learn abut Bloom's six levels of thinking and a creative problem-solving process which proceeds from problem recognition through evaluation of the solution. Students then apply their knowledge of Bloom's taxonomy and the CPS model to such problems of the future as distribution of food, methods of travel, and city planning. They share their solutions with their classmates in a variety of ways--class reports, audiovisual presentations, skits, and other media. Components of the kit include information and exercise worksheets that can be duplicated, colorful activity cards, and a teacher's guide.

Required or Suggested Time

No specific time for program implementation is mentioned. The kit can be used to supplement the regular curriculum or in independent study. The exact amount of time spent is left to the discretion of the teacher.

Intended User Characteristics

The program is intended primarily for the academically gifted in grades 3-9. The teacher's guide points out, however, that it can also be adapted for use with average students at these grade levels. While some students may require more direction and structure than others, the program can be used in independent study situations. No specific teacher training is needed.

Rationale and General Objectives

The overall objective of the program is to teach students to act on future situations using a detailed systematic approach. Specific objectives are "(1) to familiarize students with Bloom's taxonomy and creative problem solving as aids to innovative thinking; (2) to encourage students to use Bloom and CPS in finding solutions for problems; (3) to provide classroom teachers with options for the cognitively gifted within and beyond the regular classroom curriculum; (4) to provide opportunities for creative and divergent thinking; (5) to offer situations that encourage intellectual peer interaction; (6) to create a challenging atmosphere in which students become problem-seekers as well as problem solvers; (7) to provide opportunities for decision-making and independent investigation activities; (8) to encourage research activities; and (9) to stimulate the development of original products and/or concepts."

Data sheet by Regina McCormick.

Content

Students first learn about the six levels of thinking identified by Benjamin Bloom: knowledge, comprehension, application, analysis, synthesis, and evaluation. They are then introduced to a creative problem-solving (CPS) model comprised of six steps: recognize the problem, define the problem, gather ideas/data, rank ideas/data, test ideas, draw conclusions, and evaluate conclusions. Students then apply Bloom's taxonomy and the CPS model to problems of the future: cloning, time travel, environmental terrorism, energy sources, robots, cryogenics, weightlessness, future foods, transportation systems, and space colonies.

Teaching Procedures

Specific instructions for using the kit are provided in the teacher's guide, which emphasizes the importance of introducing the kit in an informative and entertaining way. One way to get the program started is to have students brainstorm possibilities of the future. Idea starters such as toys of the future, home appliances, and sports are suggested.

Working in groups or individually, students then learn about Bloom's six levels of thinking and the step-by-step approach to creative problem-solving (CPS). Worksheet exercises on these two theories are provided; classroom discussion can also be used to develop student understanding.

Self-contained activity cards present hypothetical futuristic problems on 24 topics. Six of the topics are arranged in strands that students can follow through all six levels of thinking. Three independent "open-choice" topics are also provided for each thinking level. Students apply their knowledge of Bloom's taxonomy and the CPS model to find solutions to these problems. Students may (1) pick cards at random, (2) complete one thinking level at a time by working through all the given topics, or (3) follow one strand through all six levels before moving on to another topic. Examples of the kinds of problems students would be expected to solve if they were to follow the topic of energy through all six levels are: (1) name the energy sources of today--knowledge level; (2) gather and explain data on the energy sources of the future--comprehension level; (3) show how energy sources of today and the future might be used to solve energy problems--application level; (4) analyze the possible use of one source of energy--analysis level; (5) create an energy source--synthesis level; and (6) choose and defend a possible energy source that will solve the energy problems of the future--evaluation level. The information provided on each activity card--in addition to the problem to be solved--includes a set of "Givens" to set the conceptual stage, and "Questions" to stimulate thinking.

The kit also contains "wild cards" for particularly creative students. Each "wild card"--one for each level of thinking--tells students to take a wild card sheet from the back of the kit and create their own problem, questions, and solution. A sheet with "idea starters" is provided.

The teacher's guide suggests that students share their solutions to the problems in a variety of ways, including written formats (essays, news articles, poetry), model construction, classroom discussion, illustrations, multimedia presentations, art, music, dance, or drama. The teacher's guide contains a "student record sheet," a description of other problem-solving models, and a bibliography of resources on future studies.

Evaluative Comments and Suggestions

This unusual, well-organized kit was developed by teachers and has been classroom tested. The activities are very interesting and will be challenging and fun for gifted students. Using the activities with average students, however, would require a great deal of work on the part of the teacher.

8. EDUCATING FOR CITIZENSHIP

Developers: Constitutional Rights Foundation, Law-Related Education Program for the Schools of Maryland, and National Street Law Institute

Publisher: Aspen Systems Corp.

Publication Date: 1982

Grade Level: K-4

Materials and Cost: 5 teacher's guides, paperbound, 124 to 174 pp, $25.95 each or $124.95 for set

Subject Area: Citizenship education, legal education

Overview

Educating for Citizenship was designed to offer structured experiences that prepare primary-age students to exercise the rights and responsibilities of citizenship and to make responsible choices. The materials were initially developed, tested, and revised in Maryland public schools. The materials were then sequenced into a program that can fit within the existing elementary curricula in social studies, reading, and math. Each of the five volumes in the K-4 series includes structured experiences and student worksheets focusing on three aspects of citizenship: responsibility, choices, and governance.

Required or Suggested Time

Although the activities within this program have been sequenced, they are intended "to interface with the existing social studies and other curricula." They can thus be used in different order and be adapted to meet various classroom objectives. Each of the five teacher's guides contains three units comprised of from five to seven learning experiences. Time suggested for individual learning experiences ranges from one to ten class sessions. Suggested resources contained at the end of some lessons or in the annotated bibliographies can easily be used to expand the program. The developers urge teachers to consider such factors as students' interest level and prior involvement with the information and techniques presented in making decisions regarding the time to devote to activities.

Intended User Characteristics

Educating for Citizenship was designed to be used with students in grades K-4. The developers note that the reading level of some material may need adjustment if the teacher decides to present an activity developed for the end of the school year at the beginning instead. Teachers need no special training to be successful with this program, as very complete teaching instructions are provided.

Rationale and General Objectives

The developers of these materials believe that preparing students for the rights and responsibilities of citizenship has historically been a paramount concern of schools. This concern has created a demand for materials that are appropriate for students aged five to ten. This program focuses upon three major aspects of citizenship--responsibility, choices, and governance--with which primary-level students can deal. Within this context, the program

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Data sheet by Mary Jane Turner.

presents experiences designed to help students learn about and practice an array of citizenship competencies. Examples include developing a personal sense of helping, cooperating, and participating; actively listening to what another person thinks, feels, and intends; recognizing that there are other points of view; and beginning to understand the need for rules and laws and the democratic process of making and changing rules and laws in the group life of the classroom.

Content

Each level of this program has three units, one focusing on responsibility, one on choices, and one on governance. In the grade 1 materials, for example, the unit on responsibility focuses on individual and group responsibility within the school and neighborhood. The importance of cooperation and caring in group activities is stressed. Themes in unit 2 (choices) of the second-grade materials are: "People have needs and feelings in neighborhood and community; people sometimes disagree in neighborhood and community; people need to know ways of working out conflict in neighborhood and community--discussing, self-control, and adults intervening." Unit 3 (governance) of the grade 4 text examines the mechanisms that states use to fulfill their role in meeting needs and solving problems. The purpose and effects of laws and how people and interest groups help make those laws are among the topics covered.

Teaching Procedures

A wide range of teaching strategies is included in this action-oriented curriculum. Among these are communication activities (listening, writing, speaking, reporting), group activities (planning, fact-finding, interviewing), story-telling, role playing, brainstorming, mapping and graphing, art projects, puppet shows, and dramatizations. The procedure for each classroom experience is explained in detail, and black-line masters for worksheets are provided when necessary.

To illustrate the experiences used, consider this lesson in the grade 3 materials. Students are to consider community problems they have identified by asking neighbors, businesspeople, and others what they believe are the most important community problems. Students first read a brief newspaper article about a family and its dog and state why the family is having problems with their landlord. This case is then used as the basis for a simulation in which groups of three students role play the lawyer for the family, an angry neighbor, and the landlord. Following the arguments, landlords make decisions. Students then discuss the problem, determine whether the decisions were "fair," and see whether they can offer better solutions. The experience is concluded by having students decide what the issues are in the community problems that were identified in the survey, discuss alternative solutions, and think of ways to resolve the conflict.

Evaluative Comments and Suggestions

Educating for Citizenship is a flexible curriculum that can be easily implemented in primary classrooms. It has been field tested in Maryland classrooms and revised in order to make it as useful and usable as possible.

9. GRAPHIC LEARNING STATE STUDIES

Authors:	Various
Publisher:	Graphic Learning Corp.
Publication Date:	1982
Grade Level:	4
Materials and Cost:	20 programs, each containing 30 laminated desk maps (17½" x 23"), 30 marking pens, paperbound teacher's guide, and black-line masters for student handouts (provided in 3-ring notebook), $299.00 each
Subject Area:	Geography, state history, state studies

Overview

The Graphic Learning State Studies series consists of 20 programs, each focusing on a particular state; more programs are planned for future development. The core of each program is a set of individual laminated desk maps which students use in completing worksheets focusing on map skills, state geography, state history, economic activities in the state, and state and local government. The programs could serve as basal materials in districts where the fourth-grade offering is state history or state studies or could be used to supplement instruction in districts with broader goals at the fourth-grade level. None of the materials are consumable. The three programs anlayzed for this review were California Studies, Ohio Studies, and Washington Studies.

Required or Suggested Time

Each program in the Graphic Learning State Studies series contains from 40 to 60 activities, with 50 being the average. Most of the activities can be completed in one class period; many of the extending activities suggested in the teacher's guide can be completed in the same class period with the basic activity, while others will require additional time.

Intended User Characteristics

The state studies series is designed for use at the fourth-grade level. The worksheets used with the maps contain short text passages interspersed with questions. The readability of these passages in the three programs reviewed averaged grade 6 according to the Fry graph; this level is affected by the large number of proper names and geographical terms used. However, the format of the materials and the very basic definitions of terms in the materials should make them usable with the intended audience.

Students will need adequate work space when they are using the materials, as many activities require that they use their desk maps (which often must be flipped from one side to the other a number of times in the course of an activity), worksheets, and separate sheets of paper.

Rationale and General Objectives

This series is designed to develop students' knowledge of their state's geography, history, government, and current economic activities while providing a thorough introduction to and review of map and graph skills. The publishers believe that their programs "succeed where traditional programs often fail" because they

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Data sheet by Laurel R. Singleton.

motivate students to learn with the attractive desk maps and require students to immediately apply what they have learned. The teacher's guide for each program lists seven overall program objectives and provides a detailed chart showing where map skills, basic skills, and social science content are developed in the program.

Content

Each program begins with a unit on map skills. Covered are such basics as what a map is, how maps and globes are different, symbols, the map legend, directions, the grid system, latitude and longitude, scale, and different kinds of maps.

This introductory unit is followed by three additional units: one focusing on the state's geography, one on the state's history, and one on current activities in the state. Examples from the three programs reviewed here will illustrate the topics covered in these units.

The geography unit in the California program contains 10 activities: "California Coastline," "Changing Landforms," "Mountains and Valleys," "California's Deserts," "Earthquakes and Fault Lines," "Bodies of Water in California," "Precipitation in California," "Parks and Forests in California," "California in Two Regions," and a review activity.

In the "History of Ohio" unit, students learn about the Native Americans who first inhabited Ohio, the French and British settlers who fought over Ohio, the role of Ohio in the American Revolution, life of the settlers, the role of transportation in Ohio's development, the need for workers created by growth of cities and industries in the 1800s, historic sites in Ohio, and the origins of people who have come to Ohio.

Topics covered in the final unit of the Washington Studies program are population, cities in Washington, famous people of Washington, transportation, economic activities (manufacturing, agriculture, lumbering, mining, fishing, recreation, and conservation), the eruption of Mount St. Helens, state and local government, and the role of Washington in the national government.

Programs are currently available for 20 states; contact the publisher for a complete list.

Teaching Procedures

The key teaching tool in this series is the large laminated desk map provided to each student. These full-color maps include a large political map of the state on one side and a landform map on the reverse. Smaller inset maps show the region of which the state is a part, the United States, North America, and the world. The accompanying worksheets generally include short narrative passages and a number of questions requiring students to use their desk maps and maps, charts, or graphs provided on the worksheets. For example, in an activity about the Ohio River, students trace the river's path on their desk maps, apply their understanding of direction in answering a series of questions about the river's route, read a passage about the effects the river has had on life in Ohio, identify lakes and reservoirs shown on the map, and answer open-ended questions about recreational activities available at lakes and reservoirs. While a majority of the questions are objective, requiring application of map skills, some do call for higher-order thinking.

The teacher's guide provides brief ideas for further study, primarily research projects or discussion activities. The guide also presents for each lesson a specific objective, a vocabulary list, and answers to questions on the worksheets.

Evaluative Comments and Suggestions

Because so few materials focusing on specific states are available, the Graphic Learning State Studies series will be attractive to fourth-grade teachers, particularly those who wish to stress the development of basic geographic skills. Teachers who wish to use a wide variety of teaching strategies or to stress affective development will want to consider this program for supplementary use only.

10. ADVENTURES IN MAPPING, LEVEL TWO

Authors:	Floyd W. Griggs, Don Reda, and Tad D. Root
Publisher:	Rand McNally and Co.
Publication Date:	1981
Grade Level:	5-6
Materials and Cost:	Box containing 30 copies of a 96-pp atlas, 30 copies of a 47-pp student workbook, 31-pp teacher's guide, 20-pp book of tests on duplicating masters, 5 transparencies, 3 filmstrips, 3 cassettes, $125.00
Subject Area:	Geography

Overview

This kit of integrated materials can be used to teach map-reading and map-interpretation skills to fifth- and sixth-graders. Included are 30 copies of a substantial atlas and a student workbook, as well as filmstrips, cassettes, transparencies, and tests. The teacher's guide outlines six units, each taking perhaps one to three hours to complete. The units involve a series of activities designed to build such skills as globe usage, map usage, and interpretation of a variety of types of maps--population density, rainfall, etc. The workbook provides practice in applying these skills, as well as materials for teaching the skills.

Required or Suggested Time

The teacher's guide does not indicate the amount of time required to complete each of the six units described, but one to three hours seems appropriate for each. This time could vary depending upon the depth to which discussions are pursued and the amount of free exploration which the students are allowed.

Rationale and General Objectives

The general purpose of the kit is to teach map-reading skills and to familiarize students with symbolic representations of geographic phenomena. Specific objectives are indicated for each unit. For example, one objective of the unit on globe utilization is that "the student will be able to determine the relative location of continents, oceans, and the equator on a globe."

Content

The six units in the kit focus on the following topics: globe use, landforms and water bodies, map scales, map interpretation, use of the atlas, and geographic terms. Understanding of these concepts is developed through several media.

The atlas provides numerous maps of physical, environmental, and political characteristics of the areas portrayed. Included are world maps using three different projection methods as well as maps showing climates, natural vegetation, land use, soil characteristics, population densities, and languages spoken around the world. Many of these characteristics are also shown in greater detail for each continent and for the United States and its regions. The atlas also includes a few data tables (such as elevations and population centers) as well as miscellaneous information (such as territorial acquisition dates and cost).

The transparencies include a political map of South America; physical-political, rainfall and temperature, and natural vegetation maps of North America; and a map of the United States showing state boundaries and major cities.

Data sheet by Robert B. Abelson.

Two of the three filmstrips with accompanying audio cassettes use stories to develop students' understanding of landforms, water bodies, and map legends. The third filmstrip is an expository introduction to use of the atlas.

Teaching Procedures

The teacher's guide describes six units, five of which use one or more of the other materials in the kit. For each unit the guide provides a general theme for the unit, specific objectives, a list of resources needed, and a description of the activities to be followed in presenting the unit.

A typical unit begins with viewing the filmstrip and listening to the audio cassette. In some instances, the filmstrip is stopped for classroom discussion. Then follows a series of problem-solving and/or practice activities for the students, often using the workbook. Some of the activities involve whole-class discussion or small-group work; others are individual. At the end of the unit, an activity or test is used; these generally review the concepts presented in the unit.

Evaluative Comments

The maps and transparencies in this kit are of high quality. The filmstrips are imaginative and, in general, should interest and involve students by using stories to provide a purpose for learning about maps. The teacher's guide clearly describes the activities, which present complex concepts clearly and provide plenty of opportunities for students to actively problem-solve and practice newly acquired skills.

One confusing aspect of the kit is the fact that the filmstrips have different titles than those used to identify them in the teacher's guide. The reason for this discrepancy is that the filmstrips were retitled after the teacher's guide was printed. A note explaining this would avoid initial problems in finding the appropriate materials to be used with a given unit.

11. COMPARATIVE CULTURES: A STUDY OF PEOPLE AND HOW THEY LIVE

Publisher:	Educational Enrichment Materials
Publication Date:	1981
Grade Level:	4-8
Materials and Cost:	2 boxes, each containing 6 filmstrips, 6 cassettes, 31-pp paperbound teacher's guide, $255.00
Subject Area:	Geography, world cultures

Overview

This 12-part program is designed to show students in grades 4-8 "how people live on all kinds of land, how the land sets limits, and yet offers possibilities, for what people can do so that no culture develops exactly like any other." Each part of the series asks students to compare and contrast two groups of people living on land with similar characteristics. The teacher's guides accompanying the programs contain a synopsis, objectives, vocabulary, preparatory activities, and discussion questions for each filmstrip, as well as five activities that can be used to supplement the entire package.

Required or Suggested Time

The filmstrips require from eight to ten minutes each to view. With follow-up discussion and use of the supplementary activities, the entire program could be completed in 12 to 15 class periods. The filmstrips would appear to be best used on an occasional, supplemental basis, rather than as the core material for a short unit on comparative cultures. Not enough variety in presentation or activities is provided to sustain student interest if the program were used in the latter manner.

Intended User Characteristics

Comparative Cultures is intended for use in social studies classes in grades 4-8. It would fit particularly well with the regional studies or world cultures programs offered in many fourth- and sixth-grade classrooms. Because no reading is required, students of varying ability levels can profit from use of the materials.

Rationale and General Objectives

This program is designed to help students understand the relationship between environment and culture. The teacher's guides list six general objectives for the program: "(1) to understand that environment sets limits and provides opportunities for people, (2) to identify those features specific to the various physical environments described in the filmstrips--features such as topography, water, soil, climate, vegetation, animal life, mineral resources, (3) to understand that environment is a major influence on culture, (4) to describe the ways in which the cultural groups shown in the filmstrips meet their basic needs for food, clothing, and shelter, (5) to relate people's basic needs to environmental features, and (6) to understand that people can and do influence their environment." The guides also present specific knowledge objectives for each of the 12 filmstrips.

Content

Each filmstrip in this 12-part program focuses on how people live in one type of environment. Covered are people of the rainforest, seacoast people, island inhabitants, boat people, river people, arctic people, residents of the desert, plains people, mountain inhabitants, forest people, people of the highlands, and farm people.

Data sheet by Laurel R. Singleton.

Each filmstrip presents information on two groups of people living in the particular environment covered. Students are asked to compare and contrast the cultures of the two groups. Some of the groups depicted have essentially similar ways of life; for example, the filmstrip "Seacoast People" examines a lobster fishing village in York Harbor, Maine, and a fishing village in Norway called Roth Island. Other groups have very different cultures despite similar environments; for example, the program "Desert people" features the Tuaregs of the Sahara Desert, a nomadic people, and the Rajputs of the Great Indian Desert, cultivators who stay in one area.

The filmstrip visuals are primarily color photographs, with some maps included. Narration is shared equally by male and female voices; some sound effects and music are also heard.

Teaching Procedures

The primary mode of instruction for this package is viewing and discussing the filmstrips. The teacher's guides provide considerable guidance in this regard. For each filmstrip, the guides open with a synopsis. This is followed by objectives; a list of vocabulary words with possible explanations of the words and suggested vocabulary-development activities; a brief explanation of how the teacher might introduce the filmstrip, including mentioning things to look for while watching; and discussion questions. The discussion questions require students to recall and apply information from the filmstrips.

Five activities to supplement the entire program are also suggested. These are making dioramas, making models, making a terrarium, mapping the world's cultures, and doing research reports.

Evaluative Comments and Suggestions

Comparative Cultures is an attractively produced program that would be a natural supplement to the courses many intermediate-level teachers offer in world geography/cultures. The program's major fault--and it is significant--is its exclusive focus on rural, even primitive, cultures. No mention is made of how cities developed in the various environments (although the publisher reports that a similar program focusing on urban lifestyles is forthcoming). Teachers who use this program will thus need to supplement it with considerable information about urban lifestyles around the world.

12. COP TALK

Developers:	Salt Lake City Police Department, Utah State Office of Education, and Utah Law-Related Education Project
Publisher:	Agency for Instructional Television
Publication Date:	1982
Grade Level:	6-9
Materials and Cost:	5 videotapes plus 13-pp paperbound teacher's guide, $125.00 to $180.00 each
Subject Area:	Citizenship education, legal education

Overview

Cop Talk is a series of five videotape programs on topics that are of interest to students in grades 6-9 and important in helping them understand their rights and obligations under the law and the role of the police. The topics are shoplifting, vandalism, search and seizure, runaways, and problems faced by police officers. Each 15- to 30-minute program features narration by a police officer and dramatization of one or more incidents involving young people. For each program, the teacher's guide presents a main idea and program summary, activities for use before and after viewing the program, and a list of resources.

Required or Suggested Time

Each program requires 15 to 30 minutes of viewing time. Discussion based on suggestions in the teacher's guide would fill the remainder of a typical class period. Thus, the programs could form the basis for a one-week law-related unit or could be interspersed throughout the course of a longer unit.

Intended User Characteristics

The producer recommends this series for students in grades 6-9, but it would also be useful with high school students. Reading is not required, so students of varying ability levels can use the materials. The series was produced in Utah and refers on occasion to laws or situations in that state; this will not inhibit use of Cop Talk in other states. However, all of the police officers shown in the series are white, and most are males; a vast majority of the young people shown are also white. While this predominance of white persons probably realistically reflects the population of Utah, teachers in more diverse areas or areas with largely minority student populations may find the program less appealing.

Rationale and General Objectives

The developers of this series feel that "All too often young people do not understand the law and its importance or the role of those who enforce it. Shoplifting's a 'game,' vandalism is 'letting off steam,' and the police 'enjoy hassling kids.'" The series is thus targeted at those attitudes, seeking to promote more positive attitudes by presenting realistic encounters between youth and the law. As the narrator of the programs puts it, students may revise their opinions on some topics if they see "law enforcement through the eyes of police officers."

Content

Cop Talk focuses on five issues that "are of both great interest and great importance to young people, educators,

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Data sheet by Laurel R. Singleton.

and law enforcement personnel." The first program, "Shoplifting," dramatizes a shoplifting incident by two teenage girls. Both personal consequences and financial consequences for the community are examined.

The second program, "Vandalism," examines the types of vandalism, their causes, the costs in terms of financial burdens and danger to human life, and ways to prevent vandalism. "Search and Seizure" illustrates how the conflict between the individual's right to privacy and the police's right to conduct searches in order to protect the public are balanced in a variety of situations.

The fourth program focuses on runaways--why they run away, the dangers they face as runaways, and sources of support that may be effective in resolving the problems that led them to leave home. The final program follows a police officer through training and a range of on-the-job situations to illustrate that police officers are human beings who are influenced by their previous experiences in enforcing the law. The focus is on police treatment of young persons and how a situation which the young person may view as harassment is actually motivated by sound reasons designed to protect the public.

Teaching Procedures

The teacher's guide presents a brief introduction to the program. For each program, the guide then lists the main idea, provides a suggestion for introducing the program, summarizes the program, lists topics for discussion and suggestions for visits by resource persons, and cites from three to thirteen additional resources on the topic.

Evaluative Comments and Suggestions

This program succeeds in presenting the police as human beings who have difficult and important jobs to do without being doctrinaire in its presentation. While the program is being made available by AIT in 1982, the actual production was done in Utah in 1978 and 1979. Filming the programs in a community with a more diverse population would have made the series more generally applicable.

13. DEVELOPING UNDERSTANDING OF SELF AND OTHERS

Authors:	Don Dinkmeyer and Don Dinkmeyer, Jr.
Publisher:	American Guidance Service
Publication Date:	1982 (rev. ed.)
Grade Level:	K-4
Materials and Cost:	DUSO-1 (K-2): plastic case containing hardbound teacher's guide, 3 story books, 4 cassettes, 84 activity cards, 6 puppets, 48 black-line masters for worksheets, 5 discussion cards, and chart of curriculum-related activities, $163.50; DUSO-2 (3-4): plastic case containing hardbound teacher's guide, 3 cassettes, 102 activity cards, 1 puppet, 48 black-line masters for activity sheets, 42 discussion pictures, 6 discussion cards, and chart of curriculum-related activities, $97.50
Subject Area:	Affective education, guidance and counseling, health

Overview

Like its predecessor, this edition of Developing Understanding of Self and Others was designed to help students in grades K-4 understand social and emotional behavior through activities that encourage a positive self-image, an awareness of the relationship between self and others, and a recognition of personal needs and goals. Activities make extensive use of stories, discussion, singing, role playing, and dramatic play with puppets. This edition of DUSO has been expanded to include activities correlated with skills covered in regular curriculum areas. Many of the stories have been revised and updated, with particular attention given to avoidance of stereotyping. New stories and activities have been added to reflect "today's realities" (e.g., living with a single parent or stepparent). Letters to parents (DUSO-1) and activity sheets to be completed at home (DUSO-2) have also been added. The two kits are intended for daily use by teachers or as developmental guidance programs. The accompanying teacher's guides provide extensive guidance in using the kit.

Required or Suggested Time

The program has been designed to be flexible. Each kit provides more than enough material for a year's work, even if used on a daily basis. Teachers or counselors can, however, use some activities or units without others; prerequisites are noted in the teacher's guides. Although no suggested time is given for individual activities, most will take from 30 to 40 minutes to complete.

Intended User Characteristics

DUSO-1 is designed for children in grades K-2, DUSO-2 for grades 3-4. The materials in the program are colorful and interesting and should be attractive to elementary-level students. Like the previous edition, this version would also be appropriate for emotionally disturbed or disabled children with only slight adaptations. No special teacher training is needed to use the program, but thorough study of the teacher's guide is recommended.

Rationale and General Objectives

The authors introduce the clearly delineated rationale for this program

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Data sheet by Carol H. Krismann.

with the following statements: "Developing an understanding of self and others is central to the education process. The ability to understand oneself and others is a vital, yet often neglected, part of the elementary-school curriculum." They believe that elementary education must develop the whole child, the affective domain as well as the cognitive. Because the authors also believe that integrating the affective program into the curriculum is important, they have in this edition "indicated more clearly the relationships of the affective and behavior-oriented goals to the cognitive topics, skills, and concepts usually covered" in elementary classrooms. The activities in each kit are organized around specific goals for developing understanding of self, others, and choices.

Content

The two kits share the same organizing structure, presenting materials and activities at different levels of sophistication. The first unit of each kit, "Developing Understanding of Self," contains activities designed to help students understand and accept themselves, understand and express feelings, develop an inquiring attitude, become self-reliant, and solve problems. The second unit focuses on "Developing Understanding of Others," with activities to help students appreciate and value others, empathize with others' feelings, and get along with others. The final unit in each kit, "Developing Understanding of Choices," covers such topics as coping with change, handling peer pressure, identifying the effects of decisions, and conflict resolution.

Throughout the materials, emphasis is placed on feelings and communication, with basic themes being continually reinforced. Career awareness is also stressed.

Teaching Procedures

DUSO is an experiential learning program. Frequent use is made of such activities as puppet play, guided fantasy, listening to stories and songs, creating endings to stories, dramatic play, singing, role playing, drawing, and crafts projects. Most activities are followed by group discussion, an integral part of the program.

The teacher's guides contain an introduction to the program which explains revisions made in this edition, outlines the kit's organization, briefly describes the materials of the kit, explains the program rationale, provides guidance for using the various components of the program (communication activities, role plays, career activities, puppets, etc.), describes how the chart of curriculum-related activities can be used to link DUSO with the ongoing curriculum, explains ways specialists can use the materials, and briefly reviews the research on which the DUSO program is based.

The remainder of each teacher's guide provides detailed instructions for using the materials and activities in the kit. For each unit, the guide lists several goals (a total of 41 goals in DUSO-1 and 42 in DUSO-2), with numerous activities to help students achieve the goals. Many of the activities are keyed to other areas of the curriculum. A list of materials for independent student reading is also provided for each goal.

Evaluative Comments and Suggestions

An extensive review of the first edition of the DUSO kits was conducted, and decisions were made to include, revise, or drop activities. Suggestions from users and reviewers of the original program were considered in this process. New activities developed for the 1982 edition were field tested by the authors, elementary school teachers and counselors, and others.

The result is a set of colorful, interesting, and imaginative materials that should appeal to elementary children. The addition of materials and activities linking the affective development emphasized in this program to standard curriculum areas should be valuable to teachers.

14. GETTING ALONG WITH RULES

Publisher:	Walt Disney Educational Media Co.
Publication Date:	1981
Grade Level:	4-6
Materials and Cost:	Box containing 5 filmstrips, 5 cassettes, 8-pp paperbound teacher's guide, $129.00
Subject Area:	Citizenship education, social studies

Overview

Getting Along with Rules is a series of five sound filmstrips "designed to help students assume responsibility when confronted with difficult situations." The filmstrips focus upon situations which commonly confront students in the target age group, grades 4-6. The situations are interesting and questions at the end of the filmstrips provide students with the opportunity to discuss the situations and the wider issues they raise. The filmstrips can be used either as a series or individually.

Required or Suggested Time

Each filmstrip lasts approximately six or seven minutes. Follow-up class discussions could easily last a half hour or more. The filmstrips could also be used to introduce follow-up activities that could last for several class periods.

Intended User Characteristics

These materials were designed to supplement social studies instruction with a typical range of students in grades 4-6. The range of questions provided would allow teachers to use the filmstrips in a manner that involves all students; for example, some students could be asked to describe what the situation is while others might respond to more-sophisticated and abstract questions.

Rationale and General Objectives

The teacher's guide lists six general purposes for the series: "(1) to show how one's personal value system affects the decisions that individuals make, (2) to show that anger is a natural emotion that can be directed in a positive way, (3) to develop some strategies for dealing with anger, (4) to provide students with communication skills for dealing with adults, (5) to reinforce concepts that students must learn to make individual choices and be aware of the consequences of one's choices, and (6) to encourage students to consider the impact of honest and dishonest behavior for themselves and others." Several specific purposes are also listed for each filmstrip.

Content

The five filmstrips in this series focus upon issues of responsibility: how to deal with anger, examining the reasons for a particular situation without indulging in "blamesmanship," alleviating strain between young people and authority figures, understanding the impact of honest and dishonest actions, and handling peer pressure.

Each filmstrip presents a young person confronted with a situation in which students might find themselves. For example, in the third filmstrip--"Teachers, Parents, and Authorities: How Do I Handle Disagreements?"--Kathy and her friend

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Data sheet by G. Dale Greenawald.

are confronted by a neighbor whose lawn they have cut across. In the fifth--"Following the Group: What About My Rights?"--Rick hesitates to befriend a new boy in his class because other students think the new boy is "weird." The filmstrips show the young people talking to friends who advise handling the problems in various ways. The filmstrips end with open-ended questions.

The same group of children is shown in each filmstrip. Black, white, Chicano, and Asian boys and girls all play problem-causing and problem-solving roles.

Teaching Procedures

The teacher's guide suggests that the filmstrips can be used with small groups of students who discuss or report on individual filmstrips or as a stimulant to large-group discussion. For each filmstrip, the guide identifies purposes, describes the content, suggests previewing discussion questions, specifies objectives for viewing, and suggests follow-up activities. The suggested activities are diverse, permitting selectivity based on the needs and capabilities of individual students. For example, students are called upon to draw pictures, engage in role plays, discuss issues, write short completion stories, keep charts, and talk to adults.

Evaluative Comments and Suggestions

Getting Along With Rules provides a way of helping students to begin to think about conflict situations in which they need to assume responsibility. The title of the series is somewhat misleading, however, since many of the situations have very little to do with rules or laws.

Although the developers should be commended for specifying goals, users should examine the activities carefully to be certain that they will achieve these goals. For example, the filmstrip designed to demonstrate that anger is natural shows a variety of angry persons, but nowhere are teachers instructed to point out during the discussion that anger is something everyone feels at times. In addition, although the discussion questions are often quite helpful, they frequently need to be expanded. For example, one question states that "People are more apt to get angry at certain times than others, for example, when they are tired. Name other times that people are more likely to become angry." A logical follow-up to this question would be to ask students about the implications of their list. This follow-up might help students realize that the next time they are angry, they might want to consider whether such factors are causing their anger and whether it might be better to discuss the issue at another time, thus providing students with a coping skill that simply listing situations might not.

The technical quality of the filmstrips and accompanying audio is quite good; frames are sharp and the audio portion is crisp.

15. ISLAND EARTH: LESSONS IN HUMAN ECOLOGY

Developer:	Cousteau Society
Publisher:	Walt Disney Educational Media Co.
Publication Date:	1982
Grade Level:	5-9
Materials and Cost:	2 boxes containing 10 filmstrips, 10 cassettes, 8-pp paperbound teacher's guide, 10 spirit masters, $240
Subject Area:	Environmental education, science, social studies

Overview

Island Earth: Lessons in Human Ecology is a filmstrip/cassette program produced by the Cousteau Society. The overall objective is to help students in grades 5-9 understand how humans affect the ecology of the earth. Ten color filmstrips and cassettes present information about the world's resources and their management, treating such concepts as the interdependence of living things, cycles of matter, natural diversity, economics, limits to growth, energy, and community development. Students view and then discuss the filmstrips, responding to thought-provoking questions designed to stimulate student inquiry, reflection, and speculation concerning environmental problems in which there are no "right" or "wrong" answers. Ten spirit masters and a teacher's guide accompany the filmstrips.

Required or Suggested Time

Before showing the filmstrips, students participate in a pre-viewing discussion, which could take from 10 to 15 minutes. The filmstrips in the series require from 7 to 12 minutes of actual viewing time. Presenting follow-up questions and enrichment activities could occupy the remainder of a typical class period. Using the additional activities suggested in the teacher's guide would require that more class periods be devoted to each program topic. The programs can be shown in any order.

Intended User Characteristics

Although this series is designed to supplement biology, ecology, physical science, social studies, and economics classes in grades 5-9, older students would also find these materials interesting. The program is suitable for students of all ability levels.

No special teacher training is needed, but the teacher should, if possible, preview the materials to identify terminology that may be troublesome to students. The developers suggest that before showing the filmstrips, teachers provide students with some background information about the basic ecological concepts presented. The teacher's guide provides a list of important concepts and terms for this purpose.

Rationale and General Objectives

The intent of Island Earth: Lessons in Human Ecology is to stimulate students to think, question, and explore various solutions to environmental problems, focusing on how humans affect the ecology of "island earth." Specific objectives are "to propose alternate strategies to make more effective use of our resources; to emphasize that we must intelligently manage our environment in order to maintain the quality of our life; to help students understand the interdependence of natural systems; and to explain the effects of pollution on our natural resources." Specific learning objectives for each filmstrip are described in the teacher's guide.

Data sheet by Sydney J. Meredith.

Content

Each cassette and color filmstrip deals with ideas about the world's resources and the management of those resources. Stressed are ecological principles that apply to plant and animal life as well as human life. These concepts include interdependence of living things, ecosystems, cycles of matter, natural diversity, recycling, economics, limits to growth, economic development, conservatism, and energy.

The program's content is presented through ten filmstrips, many showing how island societies have used their limited space and resources. This strategy is used to help students understand how the problems viewed in the microcosm of an island parallel situations that exist in their own communities. Titles of the ten filmstrips are: "Connections Among Living Things," "How Nature Cycles Material," "How Valuable is Nature?," "Growth of Living Communities," "Natural Limits to Growth," "Sharing a Natural Resource," "Using a Resource Wisely," "Balancing Ecology with Development," "Protecting Natural Diversity," and "Managing Resources in the Future."

Teaching Procedures

The self-explanatory teacher's guide provides a brief catalog description, an introduction, and background information. The major portion of the guide contains half-page sections for each of the filmstrips. These sections include information on purposes, story content, several suggested pre-viewing discussion questions, and two to six suggested activities.

Teachers are encouraged to conduct a brief pre-viewing discussion based on the content of the filmstrip to be presented. Several suggested pre-viewing questions in the guide provide students with some background information about the topic and some basic understanding of the vocabulary used in the filmstrip.

The filmstrip series is designed to stimulate reflection and speculation by posing thought-provoking questions. The emphasis is on using an inquiry approach to problems which cannot be solved per se, since there are no "right" or "wrong" answers to most of these environmental problems. Four to five study questions follow the filmstrips.

Additional activities suggested involve students in writing reports, essays, and stories; listing items (e.g., listing examples of matter which can be recycled); field trips (e.g., collecting organic materials at a pond); simulations (e.g., role playing members of a community in which certain groups of people desire development and others do not); discussing; mapping and drawing; and debating.

The ten one-page spirit masters suggest additional activities to accompany the filmstrips. Activities include filling in the blanks with the proper words, completing crossword puzzles, drawing a picture of several stages of development, matching causes and effects, and completing word search puzzles.

Evaluative Comments and Suggestions

The strength of this excellent supplementary filmstrip program lies in the factual, well-organized, accurate, up-to-date content. The ideas are very relevant and interesting. The technical quality of the presentation merits praise as well. The photography and narration are effective.

Although the developers designed the filmstrips for students in grades 5-9, this reviewer believes that the materials could also be used for teaching through grade 12, and, perhaps, even adults. The narrator does not talk down to his audience, and some of the concepts and vocabulary are fairly sophisticated. All could benefit from the ideas expressed.

16. LIFE IN AMERICA: ON THE FRONTIER

Editor:	George A. Peterson
Publisher:	National Geographic Society
Publication Date:	1982
Grade Level:	3-6
Materials and Cost:	Box containing 1 cassette, 30 copies of an 8-pp booklet, 6 duplicating masters, and teacher's guide, $24.95
Subject Area:	U.S. history

Overview

One of National Geographic's "Wonders of Learning" kits, this program is designed to teach elementary students about changes on the American frontier between 1840 and 1890. The kit reinforces reading, writing, listening, and research skills. The kit includes 30 copies of a booklet describing the life of Indians, cowboys, homesteaders, and miners who peopled the frontier; a tape of the information in the booklet; and six duplicating masters in a folder printed with instructions for the teacher. The kit can be used by individual students, in small groups, or with the entire class.

Required or Suggested Time

The publisher does not specify how much time is required to use Life in America: On the Frontier. The time required will undoubtedly vary depending on how the kit is used--with individual students, small groups, or the entire class--and how many of the suggested activities the teacher decides to use. This analyst estimates that if used with the entire class, all the activities could be completed in five to seven class periods.

Intended User Characteristics

The publisher states that the kit would be of interest to students in elementary and junior high school, but that the skill activities are geared toward students in grades 3-5. A Fry readability analysis indicated that the student booklets are written at a high fourth-grade level; the accompanying recording of the booklet should allow third-grade students to handle the material without difficulty, however. Given the subject of the kit and the readability level, it would appear to be best suited as a supplement to U.S. history offerings at the fifth-grade level.

Rationale and General Objectives

National Geographic's "Wonders of Learning" kits are "self-contained, self-motivating" programs designed "to increase knowledge of a science or social studies topic and to reinforce skills in reading and listening comprehension." The teacher's guide for Life in America: On the Frontier lists six specific knowledge-acquisition objectives for the kit (e.g., "After using this kit, the student should be able to give examples of changes that took place on the frontier and tell how these changes affected people's lives") and provides activities to develop such skills as recording information, drawing conclusions, developing vocabulary, alphabetizing, scanning, researching, and problem solving.

Data sheet by Laurel R. Singleton.

Content

The kit's core content is presented through the student booklet, which is also provided in recorded form. The introduction to the booklet defines the term "frontier." This is followed by a description of the lifestyle of the Plains Indians prior to the white settlers' immigration to the frontier. The dependence of the Indians on the bison is emphasized. The lives of early cowboys and homesteaders are then described. The lure of gold and silver and the rapid development of mining towns to meet the miners' needs are also examined. The concluding section of the pamphlet suggests that the advent of the railroad and the telegraph significantly changed life on the frontier, encouraging greater numbers of white settlers to come to the area and ultimately leading to the Indians' confinement to reservations.

Teaching Procedures

Instructions for use of the kit are provided on the folder holding the six duplicating masters. The teacher's material suggests three discussion activities for use before students read the pamphlet. The activities help students understand why people move to a new place, that the American frontier was a sparsely populated region of the country, and that frontier times were a long time ago--all understandings basic to the material presented in the booklet.

The publisher states that the booklets can be used with or without the accompanying cassette but adds that "classroom experience demonstrates that the use of the cassette reinforces learning." Reading of the booklet is followed by activities provided on the duplicating masters and in the teacher's material. The duplicating masters provide an "Expert Sheet," which tests recall of factual information presented in the pamphlet, and a variety of other paper-and-pencil activities designed to reinforce or extend learning.

The teacher's material suggests two types of activities for use after students have read the booklet. For each of four "skill-building activities" the guide lists skills developed, describes the basic activity, and suggests adaptations for above-average, average, and below-average students. For example, to develop the skills of visualizing, recalling information, sequencing, and creative writing, the guide suggests that students imagine that they are reporters with a time machine that allows them to witness Indians hunting bison. Students are to prepare a radio broadcast describing the hunt. Above-average students are to write their broadcasts independently, average students to write their broadcasts after a general discussion led by the teacher, and below-average students are to write the broadcast as a group with assistance from the teacher. The three follow-up projects are aimed at developing research and thinking skills. For example, find information about frontier songs and compare them with modern songs or think of an invention that would have made life on the frontier easier.

Evaluative Comments and Suggestions

This kit is extremely well-produced. The teacher's material is not lengthy, but provides a variety of activities designed to reinforce or develop specific social studies and reading skills. While content is not covered in great depth, the kit would be useful as a supplement to the treatment provided in standard fifth-grade U.S. history texts or as a means of introducing an historical perspective to third- or fourth-grade social studies classes.

ANALYSES OF SECONDARY CURRICULUM MATERIALS

TEXTBOOKS

Entry No.	Title	Page No.
17	America, America	51
18	America and Americans	53
19	Americans, The: The History of a People and a Nation	55
20	American Government: Principles and Practices	57
21	American History	59
22	America's Heritage	61
23	Challenge of Freedom, The	63
24	Civics: Government and Citizenship	65
25	Discovering Our Past: A History of the United States	67
26	Essentials of Economics and Free Enterprise	69
27	Faces of America: A History of the United States	71
28	From Sea to Shining Sea: A History of the United States	73
29	Geography	75
30	History and Life: The World and Its People	77
31	Invitation to Economics	79
32	New Exploring the Non-Western World, The	81
33	Pageant of World History, The	83
34	Person to Person	85
35	Sociology: The Study of Human Relationships	87

Note: See entries 2, 4, and 5 for additional textbooks suitable for use at the secondary level.

17. AMERICA! AMERICA!

Authors:	L. JoAnne Buggey and others
Publisher:	Scott, Foresman and Co.
Publication Date	1982 (2nd ed.)
Materials and Cost:	Text, hardbound, 752 pp, $14.94; teacher's annotated edition, hardbound, 815 pp, $16.98; workbook, paperbound, 144 pp, $3.89; teacher's edition of workbook, paperbound, 144 pp, $4.26; tests on duplicating masters, $35.95
Grade Level:	7-9
Subject Area:	U.S. history

Overview

America! America! is a U.S. history textbook written specifically for junior high school students. Prior to starting work on this edition, the authors questioned 1,100 teachers who used the first edition. The text was totally reorganized, new features were added, and other suggestions were incorporated into the final version. The result is a chronological treatment of U.S. history, written at the fifth- to seventh-grade reading level and emphasizing the people who contributed to the history of our country. Primary source materials enliven the text. The major teaching strategies are small- and large-group discussions based on textbook readings. The components for the one-year program include a hardbound student text, an annotated teacher's edition outlining specific teaching methods, a workbook emphasizing social studies skills, and chapter and unit tests on duplicating masters.

Required or Suggested Time

America! America! is intended for use in a one-year course in U.S. history. It is organized into nine units made up of 36 chapters. Chapters consist of three or four sections, each of which constitutes one day of classroom work. Additional activities provided in the teacher's annotated edition can be used to extend instruction.

Intended User Characteristics

The publishers state that "a text that is too hard frustrates students; a text that is too easy bores them." Thus, the book was written at a fifth- to seventh-grade level, using the Dale-Chall formula. A Fry readability analysis indicated that the readability level varied widely, averaging junior high readability. Although traditional teaching methods are consistently suggested, inquiry and values lessons and map, chart, and picture lessons are also included to accommodate the learning styles of all students. No special teacher training is necessary.

Rationale and General Objectives

The major purposes of America! America! are "(a) to provide students with a general overview of United States history, (b) to motivate students to study the subject further, and (c) to give students a sense of pride in the American past." Although not so clearly explicated, other objectives are pursued as well. There is an attempt throughout, for example, to illustrate highly abstract principles with concrete examples drawn from original source materials, diary accounts, songs, letters, and so on. Opportunities are also provided for learning and practicing a range of basic social studies skills.

Data sheet by Mary Jane Turner.

Content

America! America! consists of 36 short chapters organized into nine units, each covering a major historical period. The treatment is chronological, and the emphasis is on people and social history. Unit 1, "The First Americans and Their Land," focuses on the geographical features of the United States, the land-bridges and other theories of American settlement, and Native American culture areas. The second unit, "The New World," covers explorers and exploration, early permanent colonies, the English in America, and colonial life.

Unit 3 includes the study of the French and Indian War and the American Revolution, the major features of the Constitution, and the formation of political parties. The fourth unit, "From Sea to Shining Sea," focuses on the settling of land beyond the Allegheny/Appalachian Mountains, expansion of national boundaries, increasing trade, community life around the nation, and the increasing power of the national government.

"The Union in Crisis," unit 5, deals with slavery in America, sectional differences, the Civil War, and Reconstruction. The next unit treats technological change; railroads and factories and the labor force required to run them; urbanization; and the roles played by miners, cattle ranchers, and farmers in Western frontier development. Unit 7 generally is concerned with change--political, economic, and territorial. The emergence of the United States as a world power following World War I is also discussed. In Unit 8, the new lifestyle of the twenties, the Great Depression, and World War II are studied. The last unit covers such topics as the fight of minorities in the United States for equal rights, changes in the American way of life, the Cold War, the Cuban Missile crisis, various assassinations, the Vietnam War, the Watergate scandal, and the challenges of the eighties.

Teaching Procedures

A course organized around America! America! would basically be a reading program. The student's task has been simplified by the inclusion of a variety of organizers and high-interest-level narration. Every unit, for example, opens with an illustrated introduction which includes an overview. Units are concluded with a test that includes vocabulary, fact-recall, skill-reinforcement, discussion, and higher-level thought questions.

The text is also notable for its use of primary source documents, interesting readings, colorful graphics, and maps, charts, and cartoons. The text contains map features designed to reinforce geographic skills and help students understand the connections between history and geography. Another feature, "Law in America," examines the judicial system and the development of the Constitution. Every chapter in the text contains a skill-developing feature as well. These activities and those reinforced in the chapter tests, section reviews, and annotations focus on skills identified by the National Assessment of Educational Progress (NAEP) in 1979.

The teacher's annotated edition outlines specific teaching procedures. An overview, objectives, questions for stimulating class discussion, ideas for class activities and research, and exercises to evaluate objectives are provided for each chapter. Unit-by-unit bibliographies of additional student and teacher materials are also included.

Evaluative Comments and Suggestions

The published version of America! America! has not been field tested. During the development period of both editions, various lessons were tested with junior high school students of low-average to average ability. Many revisions were made based on these field trials. The result is a very readable text enlivened with illustrations and source material.

18. AMERICA AND AMERICANS

Authors:	Herbert J. Bass, George A. Billias, and Emma Jones Lapsansky
Publisher:	Silver Burdett Co.
Publication Date:	1983
Grade Level:	10-12
Materials and Cost:	2 books, hardbound, 574 pp each, $14.50 each; 2 teacher's guides, paperbound, 144 pp each, $6.25 each
Subject Area:	U.S. history

Overview

America and Americans is a two-volume set for use in high school U.S. history classes. Volume 1 covers the period *From Exploration to Reconstruction*, volume 2 *From Reconstruction to the Present*. The set employs a combined thematic/chronological approach, supplemented with chapter-length sections of biographies in each unit. The teacher's guide contains a range of teaching activities, many suitable for average students and many that should be challenging and interesting to gifted students.

Required or Suggested Time

No guidance on the length of time to be devoted to each volume, unit, chapter, or lesson is provided, but each volume could serve as the basis for a yearlong course. To complete both volumes in one year, the teacher would have to cover each approximately 15- to 20-page chapter in less than a week, a not-impossible task, but a difficult one, particularly if teachers wish to use many of the interesting activities described in the teacher's guide.

Intended User Characteristics

This set of texts can be used by average and above-average students in grades 10-12. A Fry test showed readability to be a consistent 10th-grade level in both volumes, although the second volume uses somewhat smaller type and a denser layout. The challenging activities suggested in the teacher's guides also make the books particularly useful with gifted students. The texts can be used by teachers who employ a read-and-discuss approach, but willingness to use other teaching strategies and to spend time locating some of the supplementary and source materials cited in the guides will make the program more effective.

Rationale and General Objectives

The authors had two chief aims in preparing these texts: (1) to examine the question of what makes Americans American by focusing on "a number of those beliefs and attributes that are, if not unique to Americans, at least characteristic of us--beliefs such as those in limited government and in progress, attributes such as ethnic diversity and mobility," and (2) "to tell the full story of America's history in all its rich detail." Specific objectives for each lesson are provided in the teacher's guide.

Content

In keeping with the authors' aims, the two texts in this program are organized chronologically, with each period being examined in light of a particular theme. Themes in the first

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Data sheet by Laurel R. Singleton.

book, which covers events From Exploration to Reconstruction, are opportunity, revolution, limited government, expansion, and freedom and equality. Themes in the second volume, From Reconstruction to the Present, are progress, diversity, reform, world power, and change and continuity.

Each unit also includes a chapter-length section of biographies of Americans of the period. The biographies can be used to introduce the unit, be interspersed throughout, or be used at the end. Other special features are "Sidelights on History," focusing on outstanding people and events; "America Expresses Itself," describing responses of Americans to events and developments in U.S. history; "Inventions that Changed the Face of America," examining the effects of technology; "History that Made Words," describing the origin of words and phrases in our language; and "Words that Made History," presenting well-known speeches or writings of Americans.

The two-volume format allows for broader coverage of social history and recent events than is possible in many one-volume texts. America and Americans's coverage of the Vietnam War, for example, is probably more extensive than coverage in any other recent high school text.

Teaching Procedures

Teaching aids are provided in both the student texts and teacher's guides. Aids in the texts include checkup questions at the end of each chapter section or lesson, chapter reviews (a list of facts, review questions, and test questions), and unit reviews (a review of major events accompanied by a time line and skill-development activities).

The teacher's guides provide an introduction to the program and a list of supplementary resources followed by teaching plans for individual lessons. The lesson plans include background information, objectives, a list of famous persons of the period covered, vocabulary, and teaching activities. Included are many traditional activities (e.g., outlining text sections, discussion, writing, research) as well as many more unusual student-involvement activities (e.g., dramatic reading of historic speeches, interviewing, art criticism, role playing). Many thought-provoking ideas for research and discussion take students far beyond merely learning the facts of U.S. history; drawing on source material and analysis by historians, the guides provide suggestions that will spark the interest of the most able students.

Evaluative Comments and Suggestions

America and Americans is a well-written, comprehensive set of materials. The teacher's guides are excellent resources, particularly for teachers who wish to use a range of teaching strategies or for teachers who have a number of students who need extra challenges. At the same time, the consistent readability makes the texts suitable for average students as well. Because so much information is provided, some guidance on structuring a course using the texts would have been helpful.

19. AMERICANS, THE: THE HISTORY OF A PEOPLE AND A NATION

Authors:	Winthrop Jordan, Miriam Greenblatt, and John S. Bowes
Publisher:	Science Research Associates, Inc.
Publication Date:	1982
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 834 pp, $16.50; teacher's guide, paperbound, 269 pp, $3.95; workbook, paperbound, 128 pp, $32.50 for package of 10; answer key, stapled, 22 pp, $1.50
Subject Area:	U.S. history

Overview

The Americans is a basic textbook for a one-year secondary-level course in U.S. history. Although most of the text describes political and military history in chronological order, it does feature women and men from several ethnic groups as well as social, economic, and intellectual developments. It also contains background information from the disciplines of economics, world history, and geography and many illustrations that have never before appeared in a textbook. The learning activities are varied and range from reading and answering questions to research projects, artwork, and creative writing. The teacher's guide contains a brief lesson plan for each chapter, as well as answers to all written exercises in the student text and chapter tests.

Required or Suggested Time

The Americans can be completed during a yearlong course in U.S. history. The 40 chapters are divided into 153 sections, each of which can be completed in one class period. The written exercises at the end of each unit and some of the suggested learning activities require students to do out-of-class work. Teachers who use the learning activities will need to spend time planning organizational details.

Intended User Characteristics

The text was designed for students in grades 10-12. A Fry readability analysis indicated that the average reading level is grade 10-11. Difficult or unusual names appear with phonetic spellings, difficult terms and phrases are defined in context, and special terms are italicized and appear in the index to assist students in their reading. Many of the suggested learning activities do not depend heavily on reading and should help students who have reading problems. No special teacher training is required.

Rationale and General Objectives

The authors of The Americans believe that to study U.S. history, students need a textbook that is "accurate, readable, and teachable," treating material in-depth and well. Therefore, the text is designed so that "topics are developed in sufficient depth, concepts are presented clearly, the writing style is informative but not pedestrian, and the historical content is delivered in stimulating sections of sensible length." It is also designed as a "history of all the people who have lived in what now comprises the United States," which means that it "traces not only the political, but the social, economic, and intellectual forces

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Data sheet by Sheryl B. Robinson.

operating on this continent and shows how the United States became the country it is today." Nearly all of the objectives listed for each chapter are cognitive ones.

Content

The Americans is a chronological account of U.S. history that focuses primarily on political and military events and traces, to some extent, social, economic, and intellectual events. It also includes material on how women and other minorities have influenced and been influenced by events. The historical content is supplemented by information from economics, world history, and geography that appears in short "Focus" sections throughout the book.

The text is divided into ten thematic units: "Conquest of a New World," "Breaking Away from the Empire," "Establishing the Foundations," "A New Nation Comes of Age," "The Tragic Time," "The Rise of the Industrial Giant," "Onto the World Stage," "Boom and Bust," "Waging Hot and Cold War," and "Continuity and Change." Each unit begins with a visual illustrating its theme, a timeline of significant events, and a list of chapters in the unit.

The 40 chapters follow a standard format. Each begins with a list of important people, a brief introduction, and the titles of the short sections that comprise the chapter. They conclude with written exercises that require students to interpret information, practice skills, and apply the content to modern life in the United States. A brief written exercise that asks students to recall major facts appears at the end of each of the text's 153 sections.

Clear headings signpost the division of the text into units, chapters, and sections. Another special feature is the illustrations. Most of the cartoons, drawings, and photographs have not appeared in a textbook before. All maps are accompanied by study questions.

The reference section at the end of the book includes annotated versions of the Declaration of Independence and the U.S. Constitution as well as more unique resources such as a section of graphs and charts and an outline of the book.

Teaching Procedures

The sections in the student text contain brief daily readings and written exercises. More extensive written exercises appear at the end of each chapter. The teacher's guide provides the answers to all written exercises and chapter tests. It also includes supportive material for each chapter: objectives, suggested learning activities, and bibliographies of print and audiovisual materials for students and teachers. The activities are varied to make history interesting and to aid learning. They include debates, artwork, research, creative writing, and other student-involvement activities from which the teacher can choose the most appropriate.

Evaluative Comments and Suggestions

The Americans contains enough in-depth information to give students a comprehensive understanding of U.S. history. Use of the suggested learning activities and supplementary resources will maximize learning and reduce monotony. Using these activities will require teachers to spend time planning the steps for the activities and other organizational details as well as locating the resources listed in the bibliographies.

The student text indicates that the text was critically reviewed and tested in classrooms prior to publication, but no evaluative data is reported.

20. AMERICAN GOVERNMENT: PRINCIPLES AND PRACTICES

Authors:	Mary Jane Turner, Kenneth Switzer, and Charlotte Redden
Publisher:	Charles E. Merrill Publishing Co.
Publication Date:	1983
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 768 pp, $14.85; teacher's guide, $4.95; workbook, $4.50; teacher's edition of the workbook, $5.25; tests on black-line masters, $12.00 (annual updates will also be available; contact publisher for information)
Subject Area:	Civics, political science, U.S. government

Overview

American Government: Principles and Practices is a one-year program for senior high school students. The text is well-written and includes a number of features of interest to students. In addition to providing a sound content treatment, the text places heavy emphasis on student skill development. Associated teacher material will assist the teacher in presenting a lively course and in evaluating student learning.

Required or Suggested Time

The text is organized into eight units and 29 chapters, with about four chapters per unit. Chapters average about 20 pages each. The authors suggest spending about six class meetings on each chapter, for a total of about 175 class periods. This analyst believes the material in the text and associated student materials is more than ample for a yearlong course. The teacher will likely have to decide on topics to be omitted, especially if students pursue issues or do independent projects associated with the course. The authors do provide suggestions for organizing a one-semester survey course.

Intended User Characteristics

According to the authors, American Government: Principles and Practices was designed to present the fundamental concepts of the American political system to average and above-average high school students. The text should be considered a basal program to be used mainly in U.S. government courses. A Fry readability analysis of narrative text (primary documents excluded) showed the reading level to be high 11th grade; the publisher's test using the Dale-Chall formula showed a 9-10 reading level.

A variety of teaching strategies are suggested in the teacher material. A teacher using this program should therefore be flexible enough to use a range of teaching strategies. In the judgment of this analyst, it is desirable that the teacher have at least a modest background in political science and/or government.

Rationale and General Objectives

Given the increasing complexity of society, the authors contend that citizen responsibility is "more awesome than ever before." The authors have designed the text to help students

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Data sheet by James E. Davis.

become effective members of our participatory democracy. The text has been organized to highlight the underlying principles upon which American government is based--limited government, constitutional supremacy, popular sovereignty, rule of law, separation of powers, federalism, equality of opportunity, and protection of rights. The authors believe that students should understand these principles and know how they apply on a personal basis. Also, the authors believe that students need a variety of skills (e.g., information processing) to fulfill their citizen roles.

The general program objectives, as stated in the teacher materials, are to help students "(1) gain insights into the origins, structure, functions, and processes of the American political system, (2) recognize how citizens, political parties, and interest groups function, (3) identify the relationships between state, local, and national government, (4) describe the interactions among the three branches of government, and (5) increase their awareness of the roles of the political and economic systems of the United States and the world around them."

Content

The first unit examines the underlying principles of government and highlights the foundations of the American political system. Unit 2 emphasizes how citizens can and should be involved in the political process. The third unit focuses on the workings of state and local governments. Unit 4 examines the workings of the federal legislative branch, unit 5 the federal executive branch, unit 6 the federal agencies, and unit 7 the federal judicial branch. Unit 8 looks at the United States and its governmental relationships on the international scene.

The major author of the text was involved with the Citizenship Competencies Project at Ohio State University and the Social Science Education Consortium. A major outcome of this project was the identification of seven major citizenship skills. These skills are emphasized throughout the text. They are: acquiring and using information, assessing involvement, communicating, making decisions, promoting interests, cooperating, and making judgments. Also included in the text are primary source readings, profiles of political figures, various data presentations, and the full text of the Declaration of Independence and the U.S. Constitution. According to the publisher, annual update materials will be provided to help students keep current with political developments.

Teaching Procedures

The authors encourage the use of a variety of instructional strategies to enable students to apply skills and knowledge they have gained through their reading of text material. The teacher materials contain detailed explanations for using generic teaching strategies such as brainstorming or case studies. For each chapter of the student text, the teacher's guide provides a statement of student objectives and a rationale followed by a section on suggested teaching strategies. Strategies are related to each stated objective. For example, to help students understand the structure of a state court system, teachers are to ask students to examine some scenarios related to different types of law. They are then asked to identify the type of law involved and the type of court that would first hear a case.

Students are given ample opportunities to develop skills, mainly through the use of workbook activities. Some examples include interpretation of bar graphs, letter writing, data analysis, and interpretation of narrative. An evaluation program, including quizzes and unit tests, is included.

Evaluative Comments and Suggestions

This text program has all the necessary components to provide a very exciting American government course for senior high school students. The text and associated materials have been thoughtfully designed, using the results of current thinking in political science and citizenship education. No field test results are available.

21. AMERICAN HISTORY

Author: John A. Garraty
Publisher: Harcourt Brace Jovanovich
Publication Date: 1982
Grade Level: 7-9
Materials and Cost: Text, hardbound, 959 pp, $14.85; teacher's edition, hardbound, 1112 pp, $21.00
Subject Area: U.S. history

Overview

American History is designed for use as the basis of a yearlong course at the junior high school level. Its chronological treatment provides approximately equal coverage to the various periods of U.S. history, not stressing early history at the expense of more recent events. Special features of the student text include numerous activities designed to develop social studies and reading skills and an emphasis on the use of "historical imagination." The teacher's edition provides detailed instructions for presenting the text material through class discussion as well as tips for using other activities suggested in the student text.

Required or Suggested Time

Each of the text's 30 chapters is subdivided into brief (one- to two-page) sections that are followed by questions testing recall. The publisher suggests that covering three to four of these sections daily will allow time for testing and review and still permit completion of the text in one year.

Intended User Characteristics

American History is designed for use by junior high school students of varying ability levels. Challenging activities are designed to stimulate above-average students, while the text's reading program is aimed at assisting below-average students. The reading program is indeed strong: the text is divided into manageable "chunks" that are followed by comprehension questions, new words are highlighted and defined in context, and numerous activities designed to develop reading skills are provided. In addition, instructions provided in the teacher's edition take note of research findings related to reading. However, the text's reading level is somewhat high--grade 10 according to the Fry graph. That reading level and the sheer mass of material to be covered--more than 900 pages--suggest that junior high school teachers with many poor readers should examine the text carefully before selecting it. Junior high teachers with primarily average and above-average students and high school teachers with average and below-average students should find the book very usable.

Rationale and General Objectives

American History is intended to be a "highly readable, straightforward chronological history of the United States from B.C. 30,000 to present." The book has been written to "engage the attention of junior high school students" through use of "anecdote, humor, and historical imagination." The text also aims to develop students' skills, particularly in map reading, chronology, reading, and use of historical imagination, defined as the ability to "look at past events from the outside, keeping in mind what the people of the day knew, but at the same time remembering what they did

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Data sheet by Laurel R. Singleton.

not know." Specific knowledge and skill objectives for each chapter are provided in the teacher's edition.

Content

This text provides a chronological treatment of U.S. history topics, focusing primarily on military and political history, but also covering social history. Care was taken in preparing the text to balance treatment of early U.S. history with coverage of modern times. Unit titles and major topics covered are "The American Colonies" (migration of Native Americans from Asia to the Americas, Viking and European explorations, establishment of and life in the early colonies, governing of the colonies), "The American Nation" (American Revolution, establishment of the national government), "A Growing America" (events from Jefferson's administration through 1840), "A Westering America" (Jackson's presidency, manifest destiny, slavery and abolitionism, early reform movements), "A Divided America" (the Civil War and Reconstruction), "A Changing America" (settling the West, industrialization, national politics from 1867-1896), "An Expanding America" (U.S. entry into world affairs, reformers and the Progressive movement), "A Troubled America" (World War II, the Cold War), "Modern America" (the administrations of Kennedy, Johnson, Nixon, Ford, and Carter, modern social movements, the War in Vietnam, Watergate).

The text is presented in fairly standard textbook prose, despite the publisher's assertion that anecdote and humor are used frequently. The narrative is well-illustrated with art reproductions, maps, and photographs, all accompanied by caption questions designed to help students recall information or interpret the graphics. Every chapter includes at least one feature to help students develop such social studies skills as reading a map, comparing statistics, and using cartoons as primary sources. Most chapters also include an activity to develop such reading skills as finding main ideas in paragraphs and sections, reading a time sequence, and recognizing propaganda.

Teaching Procedures

The teacher's edition contains detailed plans for presenting the text material. In addition to introductory material explaining overall use of the text, the teacher's edition contains the following for each chapter: an overview; a list of main ideas; objectives; detailed instructions for presenting the material in the chapter, primarily through discussion; instructions for using the skill-building activities; answers to questions presented in the chapter reviews, which include both recall and higher-level questions; and suggestions for using the student activities provided in the chapter reviews. These activities, five per chapter, are designed to provide for students with varying abilities; they also offer variety in instructional techniques. For example, the activities for Chapter 29, focusing on the Johnson and Nixon administrations, include mapping the course of the Vietnam War according to the domino theory, researching the election of 1968 and mapping the results, conducting interviews with older family members about their reactions to the events of the late 1960s and early 1970s, writing a report on a Secretary of State, and developing a Watergate chronology on the basis of newspaper and magazine accounts.

Evaluative Comments and Suggestions

Noteworthy features of American History include the excellent, detailed instructions for presenting the text material through discussion which are presented in the teacher's edition, the attention to the development of social studies and reading skills, and the focus on historical imagination, a concept not explicitly developed in other history texts. The text's only drawback is its length--many junior high teachers will probably find completing the entire text in one year difficult.

2[illegible] AMERICA'S HERITAGE

Author: Margaret Stimmann Branson
Publisher: Ginn and Co.
Publication Date: 1982
Grade Level: 8
Materials and Cost: Text, hardbound, 638 pp, $13.50; teacher's guide, paperbound, 112 pp, $4.30
Subject Area: U.S. history

Overview

America's Heritage is a basic U.S. history text for eighth-grade students. The chronological presentation emphasizes ideas, issues, and confrontations that have shaped the United States. Contributions of men and women from many ethnic groups are treated in the narrative, which is written in a question-and-answer format to help students focus on significant points of history. The teacher's guide suggests a variety of learning activities to motivate students with varying abilities and to allow teachers to select procedures that complement their teaching styles. The teacher's guide also contains an activity handout sheet, objectives, and a bibliography of supplementary resources for each chapter, as well as answers to all exercises in the student text, unit tests, and a final test.

Required or Suggested Time

All of the reading and many of the learning activities in America's Heritage can be completed during a one-year course. The 21 chapters are divided into 128 parts that require a maximum of one class period each to read. Thus, many of the simple written exercises or activities and all of the tests can be completed during class time. More complex activities and written exercises will require students to do additional work outside of class. Teachers will need to spend some time selecting activities that are appropriate for the needs and abilities of their students.

Intended User Characteristics

The text is designed for students at the eighth-grade level. The average reading level of grade 7 (according to the Fry graph) makes the book suitable for students who read below grade level. The activities are appropriate for students with a wide range of abilities; many are designed to motivate slower learners, while others provide advanced students with challenging work. Teachers can use the text without special training.

Rationale and General Objectives

America's Heritage is designed to give "students appreciation of the hardships and triumphs experienced by a diverse people in building our nation" and to evoke "concern for the continuing search for a better America." To this end, the chronological content "focuses on big ideas, issues, and confrontations that have helped shape this nation" and "provides vivid insights into the lives of well-known and little-known historymakers and presents interesting portrayals of everyday life in particular historical periods." The majority of objectives for each chapter are cognitive. The teacher's guide urges

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Data sheet by Sheryl B. Robinson.

teachers to "add or adapt items, especially affective and skill-development goals," recommended by their own course of study.

Content

America's Heritage covers traditional topics in chronological order. The main body of the text emphasizes political and military history, although each chapter includes one or two vignettes that discuss social history or the lives of "historymakers."

The text is divided into four units. Unit 1, "The Founding of America," covers Native American culture, European exploration and colonization, the Revolutionary War, and the establishment of the first government. The second unit, "Challenges for the New Nation," focuses on problems encountered by the nation after winning independence and during westward expansion, early reform, the Civil War, and Reconstruction.

The third unit, "The Nation's Growth," discusses the Industrial Revolution, the disappearing frontier, urban growth, and the rise of the nation to world power. "Challenge and Change," the final unit, covers events from the 1920s through the 1980 election. The book concludes with a chapter on the rights of Native Americans, blacks, Hispanics, women, and the handicapped.

The four units are divided into 21 chapters, which are further divided into parts constituting daily readings. Each section in the daily readings is headed by a question that in essence serves as an advance organizer. The reading in the section answers the question. Review questions conclude each section. According to the author, this format allows "students to focus sharply on the more significant elements of history."

Interesting photographs, maps, charts, and other visuals appear regularly throughout the book. They are carefully placed so as to illustrate the content of the narrative.

The appendix contains a number of learning tools, such as maps, the Declaration of Independence, an annotated copy of the Constitution, a list of Presidents and Vice Presidents, and a glossary.

Teaching Procedures

The teacher's guide stresses that many different learning exercises should be used with the text. Since three or four activities are suggested for each part of a chapter, teachers can select those that fit their teaching styles and the interests or abilities of their students. The activities include creative writing assignments, research projects, role playing, and discussions. The guide also contains an activity handout for teachers to duplicate and use with each chapter. These exercises require students to comprehend primary source materials, work with maps or charts, write songs, and do a variety of other tasks.

The exercises in the student text provide additional teaching strategies. Each chapter contains a "Focus on Skills" exercise that develops social studies skills. All 21 chapters end with a review section containing five different exercises. Students work on building their vocabulary, recalling major points, discussing important ideas, improving map or chart skills, and improving study skills.

Evaluative Comments and Suggestions

America's Heritage is a comprehensive, traditional U.S. history text that can be used with a wide range of students. The balanced treatment of ethnic groups and the variety of learning activities make it an appropriate text for students from different ethnic backgrounds and students with varying abilities. The unique question-and-answer format may help some students comprehend the narrative, but may discourage other students from thinking for themselves. To use the text successfully, teachers must spend time planning lessons that suit the needs and abilities of their students. No evaluative data is reported.

23. CHALLENGE OF FREEDOM, THE

Authors:	Robert Sobel and others
Publisher:	Laidlaw Brothers
Publication Date:	1982
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 768 pp, $16.20; teacher's annotated edition, hardbound, 864 pp, $18.99; paperbound materials: workbook, 160 pp, $2.64; teacher's edition of workbook, 160 pp, $2.88; chapter test booklet, 60 pp, $1.62; 40 duplicating masters, $10.88
Subject Area:	U.S. history

Overview

Before The Challenge of Freedom was developed, the publisher surveyed junior high U.S. history teachers throughout the United States to determine what they wanted in an American history text. Their major preferences included (1) a chronological organization, (2) clear, concise, readable text, (3) thorough coverage of U.S. social, political, and economic institutions, and (4) skills development. These teacher concerns are incorporated into the text and are supplemented in a student workbook and duplicating masters.

Required or Suggested Time

The text is divided into ten units, each consisting of four chapters. Within chapters, the material is organized into sections of fairly uniform length. These sections are designed so reading assignments will be of a manageable length for junior high students. The entire text, with accompanying materials, is intended for use in a one-year course.

Intended User Characteristics

The publishers indicate that "the textual material is written to meet the needs of junior-high school students through a carefully controlled reading level, using the Dale-Chall formula for predicting readability." An analysis of the materials using the Fry graph for predicting readability indicates that sentences are short and succinct, while word length is at a higher reading level. However, the authors point out that new or unfamiliar names and terms are defined when they are encountered in the text, and that "the consistent organization of material results in a textbook that is well within the reading level of most junior-high-school students." Because this is a standard junior high U.S. history text, no special teacher training is required to use the materials.

Rationale and General Objectives

The authors of The Challenge of Freedom believe that students must be able to analyze information and draw conclusions about the American past. Throughout the history of the United States, the American people have been challenged by events of their times. These challenges have required intelligence, skills, and the ability to adapt. Through the study of how these challenges were met, students will come to understand the cause-and-effect relationships of American history.

Content

The Challenge of Freedom contains ten units arranged in chronological order. Each encompasses a particular

Data sheet by Frances Haley.

time period in U.S. history, beginning with unit 1, "A New Land, A New People," which chronicles the period from ancient Indian settlements in 1763, and ending with "America Faces New Challenges," 1965 to the present. At the end of each unit is a chapter entitled "Close-Up," which details an event that typifies the era. For example, in unit 4, 1837 to 1860, the close-up chapter focuses on the story of the Alamo. The Haymarket affair is the topic in unit 6, 1877 to 1900. By presenting an in-depth study of a particular incident in U.S. history, the authors hope to encourage students to learn more about the events which shaped America's past.

Another interesting content feature is the "investigation" of the social sciences at the end of each unit. Each of these sections consists of a brief description of a social science, followed by a suggested research and written activity. The social sciences included are archaeology, geography, history, political science, sociology, economics, psychology, and demography.

A variety of reference materials are included in the student text, such as a listing of the presidents of the United States, facts about each state, the Declaration of Independence and Constitution, a reference bibliography, and glossary.

Teaching Procedures

Reading, writing, and discussion are the dominant strategies used in the materials. The annotated teacher's edition contains annotations that give information keyed to the student's page; this enables the teacher to expand on information given in the text. Annotated answers to discussion questions and skills activities are included for use by the teacher.

At the back of the annotated edition is a teacher's manual. Both unit and chapter teaching suggestions are given. For each unit, the teacher is provided with purposes and major themes, a brief review of the investigation activity described above, and answers to the unit questions. For each chapter, purposes, performance objectives, and strategies for introducing the chapter are given. A listing of audiovisual resources is also included.

Throughout the text, activities for teaching skills are presented. These activities include map, graph, and chart reading and picture interpretation; analysis of written and visual materials and preparation of written reports; and applying learned skills to particular problems. Other features of the materials that can be used as teaching strategies are first-hand accounts, time lines, and structured questions for each section, chapter, and unit.

The activities in the workbook are designed to reinforce skill development.

Evaluative Comments and Suggestions

The Challenge of Freedom is a traditional, rather unexciting U.S. history text for junior high school students. Its unique features include the sections on learning about the social sciences and its focus on skill development. Various features have been added to promote student interest, but these are predominantly readings.

24. CIVICS: GOVERNMENT AND CITIZENSHIP

Authors:	Jack Fraenkel and others
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1983
Grade Level:	9
Materials and Cost:	Text, hardbound, 561 pp, $13.98; teacher's guide, paperbound, 136 pp, $9.90; workbook, paperbound, 106 pp, $4.20
Subject Area:	Civics, political science, U.S. government

Overview

Civics: Government and Citizenship examines traditional civics topics, but includes an exemplary skill-development component and gives careful attention to knowledge and attitude objectives. The text is suitable for use in yearlong government or civics courses that include ninth-grade students of varying ability levels. The program includes a student workbook and a teacher's guide complete with detailed lesson plans suggesting a variety of learning activities.

Required or Suggested Time

Civics: Government and Citizenship is intended to serve as the basis for a yearlong course. Although the authors do not suggest a format for a semester course, excluding some of the chapters and activities would make this approach possible.

Intended User Characteristics

This text is intended for use with average ninth-grade students enrolled in a civics or government course. The specialized vocabulary makes obtaining an accurate assessment of the reading level difficult, but it appears to be appropriate for the target audience. Once students master the vocabulary, the short sentences should facilitate reading. Specialized terms are presented in bold type with definitions following.

Rationale and General Objectives

Civics: Government and Citizenship has one of the most detailed and comprehensive sets of objectives of any text currently available. The teacher's guide specifies general course goals, chapter objectives, and objectives for each lesson. The guide suggests that "when students have completed the *Civics* program, they should not only be more informed about the nature and workings of government, but also more skilled in thinking systematically and critically, and more concerned and willing to participate in the civic affairs of their community." The guide specifies knowledge, skill, and attitude objectives for the *Civics* program, but chapter and activity objectives stress the knowledge domain.

Content

The authors have focused upon topics found in most traditional civics texts. The first unit examines the nature of government, including the need for and origins of government, the origins of the government of the United States, and the rights and responsibilities of citizens. The second unit focuses upon the national government. It considers the executive, legislative, and judicial branches as well as public policy decisions and government finances. The third unit directs attention to state and local government, focusing upon

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Data sheet by G. Dale Greenawald.

the legislative, executive, and judicial branches at the state level as well as local politics and urban problems.

The fourth unit examines processes and institutions which influence government--public opinion, political parties, interest groups, and selecting leaders. The fifth chapter deals with the role of the government in the economy. It includes a general discussion of economics and economic systems, the relationship among business, labor, and government, and consumer economics. Unit 6 focuses upon the role of the government in international politics. Among the issues addressed are making foreign policy and participating in the world community.

Each unit contains three to five chapters that follow a similar format, opening with an introductory motivational device, an introductory paragraph which provides an overview, three or four sections which provide information about the chapter topic, learning checks after each section, a skills activity, an enrichment activity, a chapter summary, and a chapter checkup. The review covers words and meanings, facts to review, ideas to ponder, activities, and skills.

This text is exemplary in the systematic manner in which it attempts to develop critical thinking skills. Students are challenged with increasingly sophisticated tasks. They begin with such simple tasks as locating information and progress through hypothesizing, examining alternatives, and empathizing. Colorful charts, graphs, maps, pictures, and other illustrations contribute to the educational soundness of this text. The pictures used portray individuals with various ethnic, racial, and sexual differences in a wide range of careers and activities.

Teaching Procedures

The teacher's guide contains detailed lesson plans suggesting a wide range of student activities--role plays, class discussions, oral reports, small-group work, simulations, use of community resource persons, reading, research papers, and debates. The teacher's guide strongly recommends following data acquisition lessons with lessons providing opportunities for students to apply their new learning. This feature, together with the advance organizers, follow-up activities, and carefully sequenced student assignments, reflects application of sound learning theory.

Useful student assignments are included in the student workbook. These are printed on pages which have been designed for easy removal from the book.

Evaluative Comments and Suggestions

The systematic attention to skill development, precise objectives, detailed lesson plans, variety of instructional activities, and general high quality of this text make it a strong contender for any ninth-grade civics class.

25. DISCOVERING OUR PAST: A HISTORY OF THE UNITED STATES

Authors:	John S. Bowes and others
Publisher:	Science Research Associates, Inc.
Publication Date:	1981
Grade Level:	8
Materials and Cost:	Text, hardbound, 514 pp, $14.20; teacher's annotated edition, hardbound, 586 pp, $16.95; workbook, paperbound, 126 pp, $32.50 for a package of 10; answer key, stapled, 13 pp, $1.20
Subject Area:	U.S. history

Overview

Discovering Our Past: A History of the United States is a one-year U.S. history textbook for use in grade 8. Written at the seventh-grade reading level, this well-illustrated, colorful text takes a "fused curriculum" approach that integrates personal issues of immediate concern to students with history content. The text is arranged both chronologically and topically. Students read and discuss brief narratives and primary source readings illustrated with visuals tagged with discussion questions. Teachers can choose from many activities. Accompanying the text are a teacher's annotated edition, student workbook, and answer key.

Required or Suggested Time

Discovering Our Past is designed for a full-year course in U.S. history. Some of the text's 120 lessons could take as long as a week to teach if the teacher uses the narrative, the reading, the activity, and the visuals. It is up to the teacher to eliminate or shorten one of these four components from each lesson.

Intended User Characteristics

The textbook is intended for students in grade 8. According to the publisher the reading level varies from grade 5 to grade 10. This reviewer's analysis, using the Fry graph, showed an average readability of grade 7. Ample instructions are provided for the teacher. However, many of the activities which deal with personal issues require sensitivity and tact on the teacher's part.

Rationale and General Objectives

The overall goal of *Discovering Our Past* is to help students "prepare intelligently and sensitively for citizenship." The text is based on three assumptions about curriculum and its relation to learning supported by both research and field testing.

The first assumption is that subject matter that is remote, abstract, and not relevant to students' lives often results in student boredom and teacher frustration. This text meets this problem by an approach called the "fusion curriculum," which "blends history content with information reflecting the everyday lives and concerns of students."

The second assumption is that there is no one best way of learning or teaching history. The authors believe that "an effective curriculum must provide a variety of learning and teaching modes from which students and teachers may choose." Therefore, four methods of instruction are provided for each lesson.

The third assumption is that students learn by doing. Emphasis has therefore been placed on activities which directly involve students with the history materials.

Data sheet by Regina McCormick.

Content

The textbook is comprised of five units, 16 chapters, and 120 chapter sections. Chapter 1 introduces the personal concerns addressed in the text. The first section of each succeeding chapter shows students the connection between the personal concern addressed and the historical information to be conveyed. The second section of each chapter provides students with an overview of events during the historical period covered by that chapter. Each of these overviews has a timeline which should be very helpful to students.

In unit 1, "Origins," students learn about New World explorations, colonial history, the Revolutionary War, and the federal era. On the personal level, they discuss what authorities control their lives, how they deal with authority, and whether or not they can govern themselves. Students learn how government matures, read about national expansion, and study immigration in unit 2, "Growth." Personal themes are how maturity and the changes it causes affect the way students see themselves, how students present themselves to others, and how others see them. While studying slavery in unit 3, "Conflict," students examine how other persons affect them. While learning about the Civil War and Reconstruction, students examine how they themselves settle disputes. They also learn how industry and technology have brought about changes in people's lives.

In unit 4, "People," students learn about ethnic groups, cities in American life, and political reform. On the personal level, they examine how they maintain their group identity, what it means to belong to a group, and what, if any, influence they exert on their group. The concluding unit, entitled "Change," deals with prosperity and depression, foreign affairs, and the future. While examining some of the reasons the United States has known both good times and bad, students examine how their world has changed and how they themselves are changing. When studying about the future, students examine how their world might possibly change.

Teaching Procedures

The teacher's edition provides for each of the 120 chapter sections a synopsis, teaching suggestions, discussion questions, definitions of new vocabulary, and a bibliography of additional resources. Designed to promote flexibility and adaptability, each chapter section contains four modes of instruction: narrative, reading, activities, and visuals.

The narrative is a straightforward account of the major events and concepts to be learned. Teachers can use the narratives in several ways; two examples are as a resource for an oral presentation by the teacher or a group of students and as a review reading at the end of a chapter or unit.

The readings expose students to primary sources, case studies, differing viewpoints on various issues, and treatments of history from a nonhistorical or personal perspective. The questions that follow the readings are designed to help students understand the historical and personal issues embedded in them.

The learning activities provided cover a wide range, including research, debates, role plays, games, and paper-and-pencil exercises. A wide variety of colored and black/white visuals are interspersed throughout. Questions to stimulate discussion accompany all visuals. A review section concludes each unit.

The workbook repeats most of the questions and exercises in the text and provides additional study exercises.

Evaluative Comments and Suggestions

Because it fuses personal issues with historical content, Discovering Our Past should be of high interest to junior high school students. This "fused curriculum" approach makes the text unique among U.S. history texts. It is an extremely well-put-together and thought-through textbook combining interesting visuals, engaging activities, and imaginative reading selections. The text was field tested by teachers and revisions were made on the basis of their feedback.

26. ESSENTIALS OF ECONOMICS AND FREE ENTERPRISE

Authors:	Richard M. Hodgetts and Terry L. Smart
Publisher:	Addison-Wesley Publishing Co., Inc.
Publication Date:	1982
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 432 pp, $14.70; teacher's guide, looseleaf notebook, 278 pp, $15.90
Subject Area:	Consumer education, economics

Overview

Essentials of Economics and Free Enterprise is a well-written, pedagogically sound text designed for senior high school students taking a one-semester course in economics. A major objective of the text is to prepare students to be economically literate, functional participants in the economy. The content is fairly traditional for economics texts, although the unit on personal/consumer economics is unique and very well presented. Student objectives are stated clearly, and numerous skill-development activities are presented. Teaching strategies are varied and should suit most teachers. Black-line masters for student handouts and objective tests are included in the teacher's materials.

Required or Suggested Time

The text is designed for use in a one-semester high school course. Each of its 19 chapters, organized into five units, will require four or five days to complete according to the teacher's material. Of course, the actual time required will depend on the student activities selected for use.

Intended User Characteristics

This text is designed for use with senior high school students. A Fry readability test by this analyst indicated that the average reading level is grade 12, but the text's high interest level and organization should permit most high school students to use it successfully. The content is broken into short, manageable sections followed by questions that require students to think about what they have read. Attractive graphs and charts illustrate the content presented.

Some background in economics would be useful but probably not essential for the teacher.

Rationale and General Objectives

Economic activities affect many aspects of our lives. Therefore, according to the authors, "it is important that students have an understanding of what our economy is all about." The authors have developed the program "to introduce economics as a discipline and also to help students realize they are part of our economic system and to prepare them to play an intelligent, informed participatory role in it." An important aspect of the program is assisting students in developing basic skills--reading comprehension, writing, and critical thinking skills. Chapter objectives are clearly stated in terms of what a student should be able to do as a result of studying the chapter.

Content

The first unit introduces students to the nature of the discipline of economics, examining what economists

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Data sheet by James E. Davis.

do, the nature of the science, the organization of the U.S. economic system, the nature of a market economy, and measures of economic performance. Unit 2 examines various aspects of the U.S. economic system, including the nature of business organization, the role of labor, marketing, distribution, and uses and sources of capital. The third unit looks at the role of government in the U.S. economy; among the topics covered are money and banking, fiscal policy, economic stabilization policies, and government regulation. Unit 4 is an investigation of world trade and comparative economic systems. Unit 5 is most unique for this kind of text, concentrating on personal economic concerns. The unit examines personal/family financial management, personal savings and investment, insurance, and consumer issues.

Each chapter begins with student learning objectives. The objectives statements are followed by narrative presentation. Interspersed in the narrative are questions to help students think about what they have read. Graphics and pictures are used appropriately. Each chapter contains a case study and a biographical sketch related to the content of the chapter. End-of-chapter materials include reading-skill-development exercises, vocabulary, exercises on developing writing skills, and a section on forming opinions.

Teaching Procedures

Considerable variety is available to a teacher using this text. Although the materials clearly have a "text" orientation, teachers have considerable flexibility in mode of presentation. The core of the teacher materials is the statement of student learning objectives, the chapter outline, key vocabulary, and the topics for lecture and/or student investigation. Also key to the teaching procedures are the questions for discussion and analysis and the suggested individual and group activities. The teacher's material also provides answers to the questions within each chapter of the student text, answers to questions about the case study, and answers to the chapter reviews. Student handout materials and tests are provided as black-line masters.

Evaluative Comments and Suggestions

The authors indicate that the program materials have been extensively tested, but no results of the testing are reported. The variety of activities suggested to assist students with learning is pedagogically sound, as are the structure and organization of the student content. For those considering a text with balance between economics content and personal/consumer applications, this text should receive close examination.

27. FACES OF AMERICA: A HISTORY OF THE UNITED STATES

Authors:	Roland M. Smith, Eugene D. Levy, and Martha H. Brown
Publisher:	Harper & Row Publishers, Inc.
Publication Date:	1982
Grade Level:	8
Materials and Cost:	Text, hardbound, 732 pp, $14.88; teacher's guide, paperbound, 206 pp plus skills masters and test masters, $12.00; worksheets on duplicating masters, $36.00; tests on duplicating masters, $24.00
Subject Area:	U.S. history

Overview

Intended for eighth-grade students of average abilities, this text provides a survey course in U.S. history, combining "the teaching of content with the teaching of skills." The student text covers traditional topics coinciding with major time periods in U.S. history. Teaching procedures involve reading, reviewing, discussing, and participating in a wide variety of activities. Reflecting the emphasis on skill development, a number of aids and strategies are provided in the text and the teacher's guide to foster the building of skills.

Required or Suggested Time

The text's 76 chapters and accompanying activities are designed to serve as the basis for a yearlong, comprehensive survey course in U.S. history. No indication is given as to how much time should be allotted for each three- to five-page chapter, but it appears that two days would be sufficient. At the discretion of the teacher, extension activities may be assigned for completion outside of class.

Intended User Characteristics

The book is intended for eighth-grade students of average ability. The publisher reports a reading level of grades 5-6 based on the Dale-Chall formula modified to account for vocabulary instruction provided in the text. The reading level according to the Fry readability formula is considerably higher. In a two-page "How to Read Your Textbook" section, students are encouraged to follow a SQ3R Method--skim, question, read, recite, and review. The arrangement of the text lends itself to use of the method. Each chapter includes advance organizers--a summary, listings of vocabulary and student objectives, and subject headings for subsections. End-of-chapter exercises are designed to reinforce knowledge and skills. In addition, the teacher's guide suggests activities for four ability levels; most of the activities focus on development of such skills as reading, vocabulary, and writing. Because the guide provides step-by-step lessons for teaching each chapter, no special teacher training is needed.

Rationale and General Objectives

Faces of America is designed to provide a "chronological, skills-based history of the United States that begins with Native American culture and concludes with the presidential election of Ronald Reagan." The approach used in writing the text was to "combine the teaching of content with the teaching of skills," including skills students can

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Data sheet by Sydney J. Meredith.

use in other subject areas, as well as social studies. The authors' three major goals are to: "(1) tell the colorful story of our past, (2) make students aware of the many different peoples who have built our country, and (3) help students develop a wide range of skills."

Content

The text provides chronological coverage of U.S. history beginning with Native American culture and continuing to the presidential election of 1980. Emphasis is on cultural history, but political, military, social, and economic history are also covered.

The text's six major sections coincide with major time periods in U.S. history. Following an introduction to the people and land in America, section 1, "Exploring and Colonizing," focuses on Native Americans, Europeans as explorers, and the beginnings of colonialism. Topics in section 2, "Building a New Nation," are life in colonial America, the American Revolution, and a plan of government. "The Nation Comes of Age," section 3, deals with the new role for the U.S. and new technology. Section 4, "Nation in Conflict," covers life at mid-century, Manifest Destiny, the Civil War, and Reconstruction. In section 5, "Big Business and World Power," industrialism and the West are discussed, as are reform and expansion. Section 6, "Modern America," discusses events between the wars, World War II and its aftermath, and war, peace, and civil rights. An epilogue describes the future, examining probable changes in population and lifestyle.

The sections are divided into 19 units, each beginning with a time line that shows important events of the period. Each unit ends with a page to reinforce skills. The units are further subdivided into chapters.

Teaching Procedures

Students using Faces of America are expected to read textbook selections; analyze photographs, maps, and charts; learn important terms; participate in discussion; and engage in various skill-building activities. The teacher's guide provides step-by-step lesson plans which follow the unit and chapter organization of the text. Included for each chapter are a brief summary of content, learning objectives, a list of materials needed for the lesson, teaching strategies, and extension activities. The suggested teaching strategies are varied; included are ideas on how to begin the chapter and suggestions for reviewing terms, doing map work, analyzing pictures, and brainstorming. Extension activities are also suggested. The teaching strategies and extension activities are identified as to their degree of difficulty: recall, inference, application and analysis, and synthesis and evaluation.

In addition to the lesson plans, the guide contains an introductory section explaining the skills approach emphasized in the text; describes the organization of the text; discusses how to use the teacher's guide; explains the use of the skills and test masters; provides tips for teaching written and oral language skills, vocabulary, and use of the library; and presents a skills scope-and-sequence chart.

At the end of the teaching guide are "skill masters," worksheets providing activities to reinforce skills taught in the text, and "test masters," which contain true/false, multiple-choice, and matching questions requiring recall of factual information and application of skills.

Evaluative Comments and Suggestions

Faces of America is a well-written, basic American history text that is logically organized and informative. Although heavy emphasis is placed on skill development, it is not at the expense of presenting sound content. The variety of skills fostered in the program are presented to students sequentially. A major characteristic of the teacher's guide is the many activities designed to build upon the skills and content presented in the student text. Effective use is made of primary source materials.

28. FROM SEA TO SHINING SEA: A HISTORY OF THE UNITED STATES

Author:	Bernard A. Weisberger
Publisher:	McGraw-Hill Book Co.
Publication Date:	1982 (3rd ed.)
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 789 pp, $15.81; teacher's guide, paperbound, 243 pp, $9.17
Subject Area:	U.S. history

Overview

From Sea to Shining Sea is a U.S. history text that can be used with high school students of varying abilities. Providing a chronological treatment, the text is designed to help students gain an understanding of our country's history and develop basic skills such as reading, writing, and critical thinking. The text is well illustrated with photographs, maps, and cartoons. Students are expected to read and discuss the text and participate in learning activities. The teacher's guide accompanying the text contains detailed lesson plans, answers for all textbook questions, student handouts, and tests. According to the publisher, major revisions were made in this third edition of the text. (The old editions were not available for this analysis.) Extensive content dealing with immigration and contemporary history has been added, and a great deal of primary source material has been removed to make the text more accessible to students of varying abilities.

Required or Suggested Time

The text is designed to be covered in a one-year course. No suggested timetable for completing the 32 individual chapters is given. The amount of time spent on readings, classroom discussions, learning activities, and tests is left to the discretion of the teacher.

Intended User Characteristics

The text was designed for high school students of varying abilities. A Fry readability test by this analyst indicated that the average reading level is grade 10. New vocabulary is defined in the margin of the text. The teacher's guide suggests strategies for teachers to use with above-average, average, and below-average students. No special training is required for teachers using the text.

Rationale and General Objectives

This program will help students gain an understanding of U.S. history from the nation's inception to the present. According to the teacher's manual, the text "is designed to help in the development of study skills, including reading, viewing, listening, classifying, and writing, and to foster critical-thinking skills." With these objectives in mind, the authors included skill-building exercises and activities in each chapter. Chapter goals and lesson objectives are included in the teacher's guide.

Content

Organized chronologically, the textbook contains eight units and 32 chapters. Unit 1, "Peopling the Americas," focuses on the early settlers in America. The American Indian heritage is studied, white European migrations are explored, and bringing of black

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Data sheet by Regina McCormick.

Africans to this country in chains is treated. How the values, practices, and lifestyles that each of these groups brought with them helped form Colonial America and affected the evolution of the American character is examined.

In unit 2, "The Birth of a Nation," students learn about how the United States won its independence from Britain in the Revolutionary War. They examine how the new nation came to grips with governing itself, how the Constitution became the nation's fundamental law, and how the new nation withstood the test of internal conflict. The opening of the new frontier is the subject of unit 3, "The United States Expands to the Pacific." Students examine this westward expansion movement, learning about the life led by frontier settlers, the rapid changes in transportation and industry, and the political and social effects of this first period of American industrial growth.

Unit 4, "A Nation Divided," focuses on the coming of the Civil War, the Civil War itself, and the Reconstruction era. Industrialization is the focus of unit 5, "The United States Becomes an Industrial Giant." Examined are the forces that turned the country into an industrial giant, major changes brought about by industrialization and urbanization, the era of reform which tried to meet the challenge of change, and the large influx of immigrants during this time period.

Unit 6, "The United States Becomes a World Power," covers American expansionism in the Pacific and in Latin America. World War I is also treated. In unit 7, "The Twenties and Thirties," students look at the way Americans worked and played during the 1920s, learn about the "Great Depression," and read about what was happening in the rest of the world from 1920 to 1940 and how the country reacted to it. The concluding unit is entitled "A Changing Society in a Changing World." Topics covered include World War II, the postwar era, the fifties, the turmoil and frustrations of the sixties, the domestic and international events of the seventies, and where America stood at the beginning of the eighties. Primary source materials are interspersed throughout the text. Included in the appendices are a list of the Presidents of the United States, the U.S. Constitution, a glossary, and an index.

Teaching Procedures

Detailed lesson plans are provided for each unit and chapter in the teacher's guide. Students are introduced to each unit through a time line and an introduction. The major focus of each chapter is discussed in each chapter introduction. Questions most pertinent to the chapter material are highlighted in a "Reading Guide" that follows each chapter introduction. Students are expected to read and discuss chapter selections. Discussion questions are interspersed throughout each chapter. Definitions of new or difficult words are written in the margin of the text. End-of-chapter review includes summary questions for discussion, word study exercises, and skill exercises. Many exercises are also provided at the end of each unit. These include summary questions, vocabulary and skill exercises, and special activities. For example, students construct time lines, participate in role-playing situations, do research reports and present them to the class, prepare a series of cartoons or drawings on a particular topic, and write a newspaper account. Also included in the teacher's guide are student handouts and chapter and unit tests.

Evaluative Comments and Suggestions

From Sea to Shining Sea is a very well-written text that provides comprehensive coverage of U.S. history. According to the publisher, the revisions in this edition were made on the basis of feedback from teachers.

29. GEOGRAPHY

Authors:	Arthur Getis and Judith M. Getis
Publisher:	Houghton Mifflin Co.
Publication Date:	1982
Grade Level:	7-10
Materials and Cost:	Text, hardbound, 576 pp, $15.48; teacher's edition, hardbound, 671 pp, $18.36; workbook, $3.90; teacher's edition of workbook, $4.29; tests (84 duplicating masters with manual), $45.36; test manual (separate), $1.08
Subject Area:	World geography

Overview

Geography is designed for use in a two-semester geography course for students in grades 7-10. The text, well-illustrated with many colorful maps and photographs, will help students learn about major world regions and introduce them to such important geographic themes as population distribution, transportation and communication, development of nations, utilization of resources, impact of people on the environment, conflict, and cooperation. Reading skills, map skills, and skills used in processing information are emphasized throughout the text. Students are expected to read and discuss the textbook and to participate in learning activities. In addition to the student textbook, the program consists of a student activity book, tests, and a teacher's edition of the text.

Required or Suggested Time

This text is intended as the basis for a one-year course of study. The time to be allotted for classroom discussion and for the activities is left to the discretion of the teacher.

Intended User Characteristics

This textbook is intended for students in grades 7-10. According to the Fry readability scale, the average reading level of the text is grade 9. The content is made more accessible to the average student through a variety of reading aids. For example, new social studies terms are printed in boldface type and are clearly defined. Phonetic pronunciations are given with new words and proper names when necessary. No special teacher preparation is required.

Rationale and General Objectives

The major objective of *Geography* is to teach students about the world in which they live. The authors believe that students should learn about the political, economic, and social developments of the regions of the world and how people adapt to and change the world around them. To give students an understanding of the interrelationship of people and places, they organized the content of the text by regions and themes. The authors also believe that "to study geography successfully, students must be able to use certain basic skills." The text therefore emphasizes the following skills: reading; interpreting maps and globes; interpreting graphs, tables, and diagrams; interpreting pictorial material; developing time sense; using books and magazines; acquiring information from interviews and surveys; weighing information; organizing information; and communicating through writing and speech.

Data sheet by Regina McCormick.

Content

The textbook is comprised of ten units, which are subdivided into 39 chapters. Unit 1 introduces students to the three basic elements of geography: space, resources, and people. Students explore maps, globes, landforms, bodies of water, and climate patterns; learn about the earth's resources, population growth, and culture and society; and examine how the Industrial Revolution changed the way people live.

Coverage of major world regions and major geographic themes is combined in units 2 through 10. Each of the units contains four chapters. The first introduces students to a geographic theme and the second focuses on a world region. The unit's theme is applied to a country in that region in the third chapter and to other areas of the world in the fourth chapter. For example, in the first chapter in unit 2, students are introduced to the theme of "Nations." They learn that countries must have boundaries, people, and governments, and that symbols stand for a country. In the unit's second chapter, students read about the region of Southeast Asia, discussing its land, people, and history. The unit's theme is applied to the nation of China in the third chapter, which examines the deep historical roots and traditions that have held China together as a nation. The fourth chapter of the unit looks at some of the ways countries change and the problems that result from those changes.

The themes and regions covered by units 3 through 10 are: unit 3 - population, Latin America; unit 4 - food, the Indian subcontinent; unit 5 - transportation, the USSR and Eastern Europe; unit 6 - economic development, Africa South of the Sahara; unit 7 - human resources, island nations of Asia; unit 8 - conflict, the Middle East; unit 9 - cooperation, Western Europe; unit 10 - environment, the United States and Canada.

Teaching Procedures

The teacher's edition of the text contains specific teaching instructions for each chapter. Information provided includes a summary of the chapter's main ideas, student objectives, teaching strategies, and answers to questions and unit tests in the student text. Interspersed throughout the chapters of the student text are "Checkpoint" questions which ask students to recall important information. "Chapter Reviews" include a review of vocabulary, skills practice and review, discussion questions, and learning activities. Activities in which students are involved include doing library research, conducting interviews, writing a letter home as they travel through China, making a bulletin board display from magazine articles, visiting a museum, and giving class reports.

To increase student interest, special features are provided throughout the text. For example, "Cities of the World" features highlight important urban centers in the countries students study. Stories about people and how they live help students understand the impact of geography on everyday life. Each unit contains a "Building Study Skills" feature which teaches students such specific skills as reading graphs, using tables, or using primary sources. Students are introduced to map-reading skills through the feature "Building Map Skills." To help students interpret pictures, graphs, maps, and charts, questions are provided within the text narrative. The teacher's edition also contains a reading skill exercise for each chapter. Also accompanying the text are an activity book and tests.

Evaluative Comments and Suggestions

Geography was field tested in four sites in different regions of the United States. Revisions were made based on the field tests. The text is easy to use and has very good teacher instructions.

30. HISTORY AND LIFE: THE WORLD AND ITS PEOPLE

Author:	T. Walter Wallbank and others
Publisher:	Scott, Foresman and Co.
Publication Date:	1982 (2nd ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 786 pp, $15.25; teacher's annotated edition, hardbound, 950 pp, $16.63; workbook, paperbound, 144 pp, $3.69; teacher's edition of workbook, 144 pp, $4.26; worksheets on duplicating masters, 36 pp, $15.84; tests on duplicating masters, 90 pp, $39.93
Subject Area:	World history

Overview

History and Life: The World and Its People is an attractive, colorful text for secondary world history students. Although the text considers traditional political and military historical data, it includes economic, social, and intellectual history as well. In addition, each chapter contains geographical information and skill-development activities. This text is exemplary in its attempt to balance Western with non-Western history. It is primarily organized chronologically, considering different geographic and cultural areas during each time span.

Required or Suggested Time

This text is conveniently organized into 36 chapters to match the number of weeks in most schools' years. Although designed for use in a two-semester course, chapters could be selected to provide the basis for a semester course about several regions.

Intended User Characteristics

This text appears well suited for use with a wide range of secondary students. The colorful maps and illustrations should appeal to most students, especially those reading below grade level. The suggested activities include instructional opportunities for developing relatively low-level skills (such as using a map as a source of data) as well as more-sophisticated activities (such as developing and testing hypotheses). The reading level according to the Fry scale is 11th grade, an average that is elevated by many long proper names. The publisher's analysis using the Dale-Chall formula resulted in a readability of grade 8.

Rationale and General Objectives

Although History and Life: The World and Its People is not accompanied by an explicit rationale, behavioral objectives are listed for each chapter. Analysis of these objectives and the instructional activities accompanying them suggests that the authors seek to facilitate students' acquisition of knowledge and skills. Most of the objectives specify knowledge to be gained; for example, "Chapter 2 should enable students to: define civilization and state what aspects of each culture make it a true civilization; describe the accomplishments of the various river valley peoples; describe some ways in which geography influenced the development of each civilization."

Some skill objectives are also specified. In addition, each chapter contains a series of skill exercises that encourage development in such areas as vocabulary skills, map skills, research

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Data sheet by G. Dale Greenawald.

skills, developing a sense of chronology, classifying, drawing inferences, and synthesizing information.

Content

Since most teachers use a chronological approach to world history, the text has been organized in that manner. The 36 chapters are organized into nine units. The first, "Civilization Begins," examines prehistoric people and early civilizations in India, China, Egypt, and Mesopotamia. "Classical Civilizations" focuses on India, China, Greece, and Rome. "The Worlds of Christendom and Islam" examines the rise of Christendom, the Middle Ages, Byzantine civilization and Russia, the rise of Islam and the Muslim Empire, and Islamic civilization. "The Worlds of Africa and the Americas" and "The World of Asia" focus on civilizations on those continents prior to European influence.

Topics covered in unit 6, "The Rise of the West," include the rise of nations, the Renaissance, the Reformation, the age of exploration, and the formation of Latin American states. "Revolutionary Changes in the West" examines science and the age of reason; the democratic revolutions, the growth of liberalism, nationalism, and democracy; the Industrial Revolution; and social protest and mass society. "The World in Upheaval" covers imperialism, World War I, the rise of communist Russia, the growth of nationalism and dictatorships, world depression, and war. The last unit, "The Contemporary World," looks at the Cold War and decline of empires in Asia, the creation of nations in Africa and the Middle East, national development in Latin America and Asia, and contemporary events and problems since 1965.

Teaching Procedures

Although this text resembles many others which use only read-and-discuss strategies, the teacher's edition and student text suggest a variety of instructional practices. Each chapter in the student text is followed by exercises that require students to grasp the factual content of the chapter. Factual recall questions are followed by questions that ask students to apply and manipulate data from the chapter. Skill activities are also included. Among the strategies suggested are writing essays, conducting role plays, holding debates, reading and reporting on a variety of secondary and primary sources, researching a wide range of topics, applying a variety of map skills, constructing collages, visiting a restaurant specializing in foreign cuisine, and using newspapers to link the past and present. Additional activities and nine worksheets are provided in the teacher's edition. The wide range of activities provides an opportunity for students at all ability levels to find an appropriate challenge.

Other teaching aids are also provided in the text. Each unit is prefaced by an introduction and a time line for each chapter. A unit review is included at the conclusion. Each chapter is introduced by an overview outlining its main points. Also provided are section reviews, map exercises, and summaries to help students review and organize their learning.

Evaluative Comments and Suggestions

History and Life: The World and Its People is a well-written, colorful, and balanced secondary world history text, covering non-Western cultures in greater detail than many texts. It attends to women's roles in world history and supplements political and military history with social, economic, and intellectual approaches. In addition, it attempts to develop both elementary and sophisticated social science skills. Student activities are creative, and directions for teachers are clear. This text deserves consideration by teachers seeking a text for secondary world history survey courses.

31. INVITATION TO ECONOMICS

Authors:	Lawrence Wolken and Janet Glocker
Publisher:	Scott, Foresman and Co.
Publication Date:	1982
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 465 pp, $14.27; teacher's guide, paperpound, 183 pp, $5.25; 72 worksheets on duplicating masters, $38.00; tests on duplicating masters, $28.00
Subject Area:	Economics

Overview

Invitation to Economics is a one-semester high school text, written at a tenth-grade reading level. The content parallels the micro- and macroeconomics of college texts, in an abbreviated and simplified form. In addition, two of the 17 chapters contain some elements of consumer economics and a special 28-page section contains much of what is usually covered in consumer economics courses. Numerous aids to student learning are contained in the text; these include skill workshops, chapter-end reviews and self-tests, applications of economic theory to current problems, presentations of controversial issues, and historical vignettes. The teacher's guide contains detailed lesson plans and teaching suggestions, 18 "extension activities," and additional references. Duplicating masters for activities related to each chapter and for chapter and unit tests and a final examination are available.

Required or Suggested Time

Invitation to Economics is designed as a one-semester secondary text. It has 17 chapters, divided into 59 lessons, plus a 28-page "Practical Guide to Everyday Economics" consisting of 9 lessons and an annotated bibliography. Chapter-end reviews and self-tests, plus a variety of other activities suggested in the text and the fully developed lesson plans, extension activities, and chapter and unit tests available to the teacher provide for a very full semester and/or a wide choice of activities and approaches.

Intended User Characteristics

Although the publisher does not recommend specific grade level(s), the text is clearly designed for secondary students. A 10th-grade reading level is indicated by the Fry test. The wide variety of suggested activities provides considerable latitude in motivating and working with many kinds of students. The detailed lesson plans should be especially helpful to teachers with little background knowledge of economics.

Rationale and General Objectives

The teacher's guide alludes to the economic problems of the 1970s and the need for Americans to understand the solutions proposed for these problems. A survey of 1,000 teachers was made to "determine the best approaches to teaching economics at the high-school level," with the result being design of this text to bridge "the gap between economic theory and consumer economics," since one emphasis or the

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Data sheet by Irving Morrissett.

other is the usual focus of economics texts. Two chapters of the text's 17 lean toward consumer economics and the "Practical Guide" is entirely devoted to consumer economics. When appropriate, theoretical discussions are illustrated with consumer-related examples and lead into discussions of consumer issues. Another part of the author's rationale is to reinforce "theoretical concepts . . . by real-world examples," which is accomplished by 11 one- or two-page "Economics in Action" sections, dealing with problems such as usury laws and stabilization policies; discussions of controversial issues such as pollution control and ownership of public utilities; and historical reviews of matters such as labor and banking legislation.

Content

The content and organization of the text are, at a simplified level, quite similar to those of most one-year principles of economics courses at the college level--with the exception of the "Practical Guide to Everyday Economics," the substance of which is seldom found in college textbooks. The six sections, each containing two or three chapters, are: "Introduction to Economics," which describes the basic problems of economics, the free-market system, and American business organization; "Supply and Demand"; "The Banking System"; "The National Economy," which presents the role of government in the economy, business fluctuations, and aspects of fiscal and monetary policy; "Topics in the American Economy," which covers competition and poverty; and "Economics Around the World," which deals with international trade, other economic systems, and developing nations. In addition to the economic content, each chapter includes a "Skill Workshop," focusing on such activities as figuring percentages, reading tables and graphs, drawing supply and demand curves, and figuring income tax. The "Practical Guide" is an abbreviated consumer economics text, dealing with careers, consumer rights, borrowing, investing, budgeting income, and spending wisely on food, clothing, transportation, housing, and insurance.

The text is attractively formatted, well illustrated, and in full color.

Teaching Procedures

The great variety of activities suggested in the text, the teacher's guide, and on the duplicating masters permit many approaches to teaching and testing. Activities embodied in the text include chapter-end reviews and self-tests; unit self-tests; and discussion of issues contained in the special sections "Economics in Action," "Looking Back," "Viewpoints," and "Skill Workshops." The teacher's guide suggests questions to motivate students, methods of developing each lesson, illustrations and visual aids to emphasize important points, and films that might be shown. Available tests for each chapter and unit and a final examination suggest frequent testing.

Evaluative Comments and Suggestions

This is a sound, well-presented text covering orthodox economics topics. The varied teaching activities give the teacher considerable flexibility, as does the inclusion of consumer economics content. The "bridges" for linking consumer economics and economic theory are implied rather than explicitly stated. Some keying of these bridges to bring them to the teacher's attention would be helpful.

32. NEW EXPLORING THE NON-WESTERN WORLD, THE

Authors:	Melvin Schwartz and John R. O'Connor
Publisher:	Globe Book Company, Inc.
Publication Date:	1983
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 448 pp, $12.00; teacher's guide, paperbound, 192 pp, $6.95; workbook, paperbound, 96 pp, $2.80 for 1 to 9 copies, $2.40 for 10 or more
Subject Area:	World geography

Overview

The New Exploring the Non-Western World is a geography text for average and below-average secondary students. The controlled reading level, numerous reading aids, and study skill exercises make it especially useful for slow readers. The text emphasizes geographical concepts and skills as well as physical and cultural information about five regions of the world: the Soviet Union, North Africa and the Middle East, Africa south of the Sahara, Asia, and the Pacific. Most of the units are similar to those of the parent text, The New Exploring a Changing World, although the unit on Asia contains expanded chapters on Japan, India, China, and Southeast Asia. The primary learning strategies are reading, discussion, and written activities that develop reading, study, and social studies skills.

Required or Suggested Time

Instead of suggesting a timeline for using the text, the publisher urges teachers to allot time on the basis of such factors as student needs and availability of instructional materials. The text's seven units are divided into 78 short chapters that can each be completed in one or two days. Supplemented by discussions, written exercises, and tests, the text provides enough materials for a one-year course. Planning time will be required of teachers who wish to use a greater variety of learning strategies than provided in the teacher's guide.

Intended User Characteristics

The New Exploring the Non-Western World is designed for average and below-average junior and senior high school students. The publisher reports a fifth- to sixth-grade reading level according to the Dale-Chall formula and a readability number of 56 for DRP. A Fry test by this analyst showed an average level of grade 7. The text also contains a number of reading aids--short chapters, numbered paragraphs, and advance organizers. Exercises at the end of each chapter develop reading and social studies skills. No teacher training is required to use the text.

Rationale and General Objectives

For each chapter, the teacher's guide lists from 12 to 20 concepts, generalizations, and skills that students are expected to learn. It also lists eight major objectives for the text: (1) to give students a brief but basic understanding of geography, (2) to introduce students to the concept of culture, (3) to help slow readers read and understand social studies materials, (4) to develop students' work-study skills in the social studies, (5) to encourage students to read other types of social studies books, (6) to emphasize and give opportunities for the discovery of information, (7) to emphasize behavioral objectives in the social studies, and (8) to provide opportunities for students to make judgments and decisions.

Data sheet by Sheryl B. Robinson.

Content

The New Exploring the Non-Western World presents geographic skills and concepts as well as physical and cultural data about five world regions. The first unit, "The Earth," focuses on map skills, topography, climate, and natural resources. The next five units present a variety of geographical and cultural information about five areas of the non-Western world: the Soviet Union, North Africa and the Middle East, Africa south of the Sahara, Asia, and the Pacific. The Asian unit is twice as long as the other units, with subsections on China, India, Japan, and Southeast Asia. The final unit, "The World Tomorrow," discusses new frontiers and the interdependence of all people in the world. Most of the units conclude with a bibliography of supplementary reading material.

The narrative is illustrated with many colorful maps, photographs, charts, etc. A set of world maps, a glossary, charts with statistics about every country in the non-Western world, and a list of major rivers of the world are appended.

Teaching Procedures

Each chapter begins with a question that introduces students to the problem to be studied. In most chapters, this is followed by a "Reading for a Purpose" section listing additional questions designed to clarify the lesson's reading goals. The brief narrative that follows is divided into numbered paragraphs to help students locate information and identify main ideas. The chapters conclude with review exercises that check student comprehension and provide opportunities to practice skills. Additional end-of-chapter exercises reinforce the material students have read and require students to conduct independent activities outside of class. Some of these activities require students to read and think about material from primary sources or other social studies resources.

The teacher's guide provides general suggestions for using the text, a list of concepts and understandings developed in each unit, a list of supplementary materials, answers to questions in the text, chapter-by-chapter lesson plans, and unit tests.

The workbook provides exercises designed to reinforce knowledge students have acquired and skills they have developed in using the textbook.

Evaluative Comments and Suggestions

This text's format and controlled reading level will make it attractive to teachers having a number of slow readers, although more varied instructional strategies would be helpful. Teachers having average or above-average students will likely find the content to be oversimplified.

33. PAGEANT OF WORLD HISTORY, THE

Author:	Gerald Leinwand
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1983 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 752 pp, $16.80; teacher's guide, paperbound, 172 pp, $8.16
Subject Area:	World history

Overview

This latest revision of Allyn and Bacon's world history text is suitable for a one-year course in grades 9-12. This edition includes some changes that make the book easier for students to use, including division of each text chapter into three- to four-page sections followed by self-check questions, but retains such features as "You Are the Historian," which aims to develop students' skills in using primary sources. The text covers Western and non-Western cultures in chronological order. The accompanying teacher's guide provides guidance for presenting each text section.

Required or Suggested Time

The Pageant of World History is designed for use in a yearlong course, but, as the author states, "Time is the enemy of anyone who attempts to teach the history of the world." To aid teachers in facing this enemy, the teacher's guide presents guidelines to follow in establishing an individual time plan, as well as suggested days per chapter based on coverage of the entire text in 180 days of instruction.

Intended User Characteristics

This text is intended for use with average high school students, an intended audience whose suitability is confirmed by the ninth-grade reading level indicated by the Fry graph. The new structuring of the text into short sections followed by questions to test comprehension also aids in reading. No teacher training is required to use the text.

Rationale and General Objectives

This edition of The Pageant of World History, like its predecessors, is designed to introduce "historical concepts and information in a form which is readable and manageable for general students." Content has been selected to include concepts and information from both Western and non-Western civilizations. The teacher's guide provides specific knowledge and skill objectives for each section of each chapter of the text. For example, objectives for the first section of the text, which focuses on ancient Egypt, are for students to "(1) understand why ancient Egypt is called 'gift of the Nile,' (2) distinguish between primary and secondary sources of information, and (3) recognize the three major periods of Egyptian history and their characteristics."

Content

Content in this edition of the text has been updated and somewhat reorganized. The content is provided through standard text prose, treating Western and non-Western cultures in chronological order.

The text's first unit, "Discovering the Cradles of Civilization," covers ancient civilizations in the Middle East,

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Data sheet by Laurel R. Singleton.

Greece, Rome, India and Southeast Asia, China, Japan, Korea, South America, and Africa. The second unit, "A Journey from Medieval to Modern Times," focuses on the Dark Ages in the East and West, as well as the Renaissance and Reformation, and development of European nations. Unit 3, "Democracy Triumphs Over Absolutism in Europe," covers absolutism, the Age of Reason, and revolutions of the 1700s and early 1800s.

In unit 4, "The Dominance of Europe," students examine nationalism, the agricultural and industrial revolutions, democratic reforms in France and Britain, and the Victorian era. Unit 5, "The Beginning of a Global Society," covers such topics as imperialism in Africa and Asia, World War I, the rise of dictatorships between the world wars, and World War II. The final unit, optimistically titled "Toward Global Peace," takes a look at recent events in Europe, the Americas, the Middle East, Africa, and Asia.

Interspersed throughout the text are brief biographies of such notables as Socrates, Eleanor of Aquitaine, Albert John Luthuli, Gabriela Mistral, and Ho Chi Minh. Also included in each chapter is a "You Are the Historian" feature in which students analyze primary source materials.

Teaching Procedures

The teacher's guide opens with a brief discussion of its format, followed by general tips on working with slow and bright students, discussing controversial issues, teaching current events, using audiovisual materials, planning for review and evaluation, organizing units of study and the overall course, and teaching with biographies.

This introductory material is followed by a chapter-by-chapter presentation of teaching aids. For each chapter, an overview and motivational activity are provided. The guide then presents--for each chapter section--objectives, vocabulary, ideas for assignments, discussion questions, answers to caption and self-check questions. At the end of the material for each chapter are notes on the end-of-chapter material in the student text, which includes a narrative review of important content, a range of factual recall questions, suggested activities, and the "You Are the Historian" feature. A list of audiovisual aids that could supplement each chapter is also provided.

Evaluative Comments and Suggestions

The Pageant of World History is a fairly typical world history text, perhaps most notable for its controlled reading level, which makes it usable with high school students having varying ability. Although the teacher's guide and student text both include activity suggestions, true lesson plans are not provided. Thus, teachers who wish to present the material through other than reading and perfunctory discussion will need to spend considerable time in planning, particularly given the bulk of material to be covered.

34. PERSON TO PERSON

Author:	Connie R. Sasse
Publisher:	Bennett Publishing Co.
Publication Date:	1981 (rev. ed.)
Grade Level:	8-12
Materials and Cost:	Text, hardbound, 392 pp, $9.51; teacher's guide, paperbound, 161 pp, $6.57; workbook, paperbound, 168 pp, $3.84
Subject Area:	Human relations, psychology

Overview

This text, teacher's guide, and student workbook provide materials and activities for a one- or two-semester human-relations course. The text begins with a consideration of self-awareness and self-acceptance and progresses through relationships with friends and dating partners, family, groups, and coworkers. The materials emphasize both cognitive and affective skills and processes; theories and concepts are illustrated by numerous "real-life" anecdotes depicting realistic people in familiar situations. The teacher's guide provides useful and comprehensive suggestions for using and adapting the lessons. A variety of experiential, small-group, and individual learning activities are suggested for each chapter. The student workbook contains supplementary paper-and-pencil activities for each chapter.

Required or Suggested Time

Person to Person can be used as the basis for a one-semester or two-semester course. The teacher's guide provides suggested teaching schedules for both 18-week and 36-week units.

Intended User Characteristics

No grade level is specified for these materials, although the publisher's catalog uses the term "advanced level" to describe the text. On the basis of the Fry scale, the average reading level of the student text is grade 8. The general tone of the text and the topics chosen for inclusion suggest that the materials are primarily aimed at students in grades 8-12.

The introduction to the teacher's guide suggests some general ways in which the lessons and activities can be adapted to fit individual teaching styles and the various kinds of constraints imposed by physical facilities, community attitudes, and other factors. As the introduction points out, many of the learning activities suggested in the teacher's guide assume that the teacher has access to a large collection of photographs of people representing a broad spectrum of ages, occupations, lifestyles, and ethnic groups.

Rationale and General Objectives

Person to Person is designed to help students acquire the skills and understandings that will help them improve their relationships with others and make rational, intelligent choices about their present and future lives. Written from a values-clarification perspective, the materials deal with both cognitive and affective processes. Each chapter in the student text begins with a list of several specific learning objectives; these are restated in the relevant section of the teacher's guide.

Content

The text begins with a brief introductory unit which emphasizes the importance of positive and meaningful

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Data sheet by Ann M. Williams.

personal relationships in the context of a world that is changing at an increasingly rapid rate. Unit 2, "Relationships Begin With You," deals with self-concept, self-acceptance, values, and decision making--specifically, personal decisions about drug use and sexual behavior. The third unit, "Relating to Others," covers the nature and growth of relationships, verbal and nonverbal communication patterns, roles, and conflict. Unit 4, "Family Relationships," discusses interaction, growth, and change in families--including divorce and death--and describes changing family patterns. The final unit, "Relating to the Larger World," examines roles and relationships in groups and in job situations, concluding with a chapter on planning a career.

The student text is simply illustrated with two-color line drawings. Numerous personal anecdotes, which provide realistic applications of the concepts discussed, enliven the text.

Teaching Procedures

In addition to suggested schedules for 18-week and 36-week courses and general suggestions for planning and adapting the lessons, the teacher's guide contains the following components for each chapter in the student text: (1) a restatement of the learning objectives for students, (2) a paginated chapter outline which includes the individual titles of the "Experiences in Human Relations" activities, (3) a variety of recommended classroom activities--most chapters have at least 15, and some have as many as 24, (4) a series of content-related "Quips and Quotes" intended to stimulate interest and thought, (5) suggestions for bulletin-board displays and activities, (6) test items--and answers--for evaluating students' cognitive gains, and (7) a list of references used in preparing the chapter.

Two detailed lesson plans for a sample chapter (chapter 2) illustrate how the general lesson plan for each of the other chapters might be specifically tailored to either an 18-week or a two-semester course. Also included in the teacher's guide are a student questionnaire, to be completed anonymously on the first day of class, and bibliographies of useful audiovisual materials for students and professional resources for the teacher. The classroom activities suggested for each chapter are extremely varied, with emphasis on active learning experiences and small-group work.

Evaluative Comments and Suggestions

The Person to Person materials contain all the ingredients necessary for a human-relations course that should be equally enjoyable for students and teachers. The author skillfully applies the theories and teachings of Maslow, Rogers, Satir, Bach, and other humanistically oriented psychologists to the everyday lives and concerns of adolescent students. Her strategy of presenting and illustrating concepts by relating "real-life" situations adds interest to the text and makes the content especially meaningful. Behavior options related to drugs, sexual activity, and other teenage problems are presented in a straightforward, matter-of-fact manner which neither glosses over nor sensationalizes the issues involved. Unfortunately, the same honesty and lack of hypocrisy that will make this text credible and meaningful to students will certainly draw the wrath of some. Before planning to use these excellent materials, teachers would be wise to ensure that they will have the support of their supervisors, districts, and communities.

The teacher's guide for Person to Person is outstanding--clear, detailed yet concise, well organized, and full of useful information. The publisher's decision to print it on perforated sheets, however, makes its durability questionable.

35. SOCIOLOGY: THE STUDY OF HUMAN RELATIONSHIPS

Author:	W. LaVerne Thomas and Robert J. Anderson
Publisher:	Harcourt Brace Jovanovich
Publication Date:	1982 (3rd ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 446 pp, $12.00; teacher's guide, paperbound, 116 pp, $3.00; tests, paperbound, 44 pp, $1.80
Subject Area:	Sociology

Overview

Sociology: The Study of Human Relationships can be used in quarter, semester, or one-year introductory sociology courses at the secondary level. It is suitable for use in courses that emphasize scientific, social problems, or guidance and individual goals approaches to sociology as well as courses that emphasize a combination of these approaches. The teacher's guide contains objectives, additional projects and activities, supplementary information, and an annotated bibliography of audiovisual materials for each chapter. Chapter tests and a final exam are available both in the back of the teacher's guide and in a separate test booklet.

Required or Suggested Time

The text has a flexible organization so that it can be used in quarter, semester, or one-year courses. The teacher's guide suggests ways to use the material in courses of different lengths and courses with different emphases. Each of the text's 20 chapters is divided into two or three sections requiring about one class period apiece to complete. The discussion questions, projects, and activities in the student text and the teacher's guide and the chapter tests require additional time.

Intended User Characteristics

The textbook is intended for students in grades 9-12. According to a Fry analysis, the average reading level is grade 8, while the Dale-Chall formula gives a readability of grade 9-10. Some of the projects and activities in the student text and the teacher's guide are useful for challenging older or gifted students while others are more appropriate for younger or less advanced students. No special teacher training is required although some background in sociology or another behavioral science would be useful.

Rationale and General Objectives

The text "is designed to present fundamental sociological concepts and principles to students in a clear, interesting, and meaningful way." It is also designed to meet the diverse goals that individual teachers might plan for a sociology course.

Specific objectives of the text are to help students: (1) develop the ability to look at the social world around them more objectively, (2) gain an insight into how the society is structured and how it functions, (3) become aware of the many factors involved in finding an acceptable balance between their personal desires and the demands made on them by the society, (4) understand how all societies develop basic social

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Data sheet by Sheryl B. Robinson.

institutions to regulate social interactions in the society, (5) develop an interest in the social world that will extend beyond the sociology course itself, (6) have an opportunity to think objectively about adolescence and adulthood, (7) have a better understanding of how their lives are influenced by society and social institutions and how they, in turn, might influence the society and its institutions, and (8) become familiar with the basic research methods that sociologists use.

Content

Sociology: The Study of Human Relationships consists of an introduction, five units, and an epilogue. The introduction defines sociology and explains how it relates to students' lives. The next four units introduce basic concepts. "Culture" explores cultural variation, cultural adaptation, and cultural conformity; "Socialization" explores socializing the individual, adolescence, and adulthood. "Social Organization" introduces social groups, social stratification, minorities, and women and men while "Social Institutions" covers the definition of institutions, the family, education and religion, and economy and government. The final unit discusses "Social Change." The epilogue suggests ways that students can use sociological principles to shape their own lives.

The text includes several special learning features. Key terms appear in boldface type and are defined in the text as well as being listed at the end of each section. The text contains an "Applying Sociology" feature at the end of each chapter; these features focus on specific research methods and enable the student to apply concepts from the chapter. Suggestions for reading are also listed at the end of each chapter. Many colorful photographs and updated charts illustrate the text. Members of many ethnic groups are depicted.

The book concludes with a glossary and a 17-page appendix that discusses the scientific method and the statistical methods used in sociological studies.

Teaching Procedures

The student text and the teacher's guide suggest a variety of teaching procedures. The student text also contains review questions at the end of all 50 sections and 20 chapters. Lists of projects and activities for each chapter are included in the student text and the teacher's guide. These activities are varied; they include writing reports, carrying out surveys, listening to guest speakers, working on community projects, and viewing audiovisuals. Teachers are advised to select the teaching techniques most appropriate for their students.

The teacher's guide contains additional information to facilitate teaching. The front matter includes a list of audiovisual materials for each chapter and ideas about teaching techniques. Provided for each chapter are an overview, a list of objectives, and supplementary information that discusses a concept or an issue related to the chapter. Chapter tests and a final exam are also included.

Evaluative Comments and Suggestions

Sociology: The Study of Human Relationships provides students with understanding of basic sociological concepts and introduces them to research methods used by sociologists. The materials contain a variety of learning activities that can enable students of different abilities to learn about sociology if teachers are willing to plan lessons according to the individual needs of their students. A few studies cited in the text lack complete source information.

SUPPLEMENTARY MATERIALS

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Note: See entries 7, 11, 12, and 15 for additional supplementary materials suitable for use at the secondary level.

36. JUVENILE CRIME PREVENTION CURRICULUM

Project Coordinators:	Linda F. Harmsen and Lana Mahoney
Publisher:	The St. Paul Companies, Inc.
Publication Date:	1981
Grade Level:	8-9
Materials and Cost:	Book, unbound, 3-hole punched, 204 pp, free of charge
Subject Area:	Legal education

Overview

The Juvenile Crime Prevention Curriculum involves eighth- and ninth-grade students as both learners and role model/teachers. Much of the instruction is provided by community resource persons; outlines for presentations are provided with the program, which focuses on the costs of such crimes as arson and vandalism. The program was developed by a learning resource team drawn from the St. Paul (Minnesota) Public Schools, St. Paul Police Department, St. Paul Fire Department, and the Ramsey County Criminal Justice Planning Department and Community Correction Division. It was funded by the St. Paul Companies, which is distributing the materials free of charge.

Required or Suggested Time

This curriculum is intended to be used over a 12-week period. For one week, the junior high school students present lessons to elementary age students (grades 3-5). Although the developers recommend that the course be taught as planned, the order of units 2 through 7 can be changed. Suggestions are made in the guide for shortening the program, and resources are provided for lengthening it. Teachers will need to devote considerable time locating and working with resource persons.

Intended User Characteristics

The Juvenile Crime Prevention Curriculum can be used effectively with junior high school students having a wide range of ability levels and interests. The cross-age teaching component of the curriculum should appeal to junior high students who are comfortable appearing before younger students. Very little reading is required, as the program relies largely on presentations by such persons as police officers, fire fighters, probation officers, and security guards. Outlines of presentations and information these people can use are included in the program. Also included are extra lesson plans for teachers to use in case resource persons do not "show up."

Because the curriculum is unusual and makes use of many strategies, teacher training prior to and during implementation would be advantageous. A sample format for such workshops is provided. No format for training community resource persons is provided, but such training would be worthwhile.

Rationale and General Objectives

The underlying premise of this program is that students can be positively influenced by "introducing them to real people from public agencies and the community who are directly

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Data sheet by Mary Jane Turner.

involved with juvenile crime and its consequences." The stated objectives of the development project were broad: "to provide information to eighth- and ninth-grade students on the effects of vandalism, arson, and other property crimes; to provide students with knowledge of the juvenile justice system as a consequence of serious crime; to increase students' sense of responsibility for community and school; to test crime prevention learning tools for use in schools; to provide teachers and school administrators with knowledge and personal contacts in the juvenile justice system; to coordinate participation of community organizations, neighborhood schools, law enforcement, probation, and youth agencies in juvenile crime prevention; to involve parents of students in the learning experience; to develop a curriculum that can be replicated in other school systems; and to conduct a juvenile crime prevention project which involves youth as both learners and role model/teachers."

Content

This curriculum emphasizes various issues in the juvenile justice system that have particular relevance to junior high students. The program begins with an orientation unit in which students are given information about the curriculum, learn about and use note-taking and speaking techniques, and become aware of how thoughts and feelings affect behavior. Units 2 through 7 cover arson, vandalism, burglary and shoplifting, law enforcement, the juvenile court, and juvenile corrections. The emphasis is on the costs of these crimes and on effective prevention techniques.

The final units are intended to prepare students for teaching elementary students. In the first of these, opportunities are provided for applying concepts. Students discuss, rehearse, and conduct a mock trial and work on oral or written term papers. During units 9-11, students develop formal presentations for younger students. They engage in pantomime, lead discussions, present term papers, develop scripts, prepare posters, and develop tests. Actual teaching lasts for four days. The final day of the course involves a debrief of the teaching experience, tabulation of elementary pre/posttests, and student evaluation of the curriculum.

Teaching Procedures

This program is intended to serve as a "hands-on" program. Students hear speakers from the community each week. The information presented is taken down in notes to become part of a personal data base. Small-group discussion sessions scheduled for four weeks are led by community resource persons. These serve to develop informal relationships between the students and the discussion leaders. Opportunities are also provided for students to go into the community to collect information. They keep logs and journals of their daily activities and prepare for and teach younger students. Week-by-week lesson plans are included in the program; these include outlines and other material that can be provided to resource persons.

Evaluative Comments and Suggestions

The Juvenile Crime Prevention Curriculum is unique in several regards. It is action-oriented, including learning experiences not often found in junior high school programs, and is available at no cost.

The program depends on the willing cooperation of community resource persons. Their job is made easier by the outlines provided, but there is not a great deal of advice offered on how best to persuade these persons to become and stay involved in the program. To lead small-group discussions effectively, most resource persons will need some training, which is not described in the program.

The program was field tested in the St. Paul area. One result is that many lessons refer to facilities that can be visited in the St. Paul area or depend on locally available resources. Teachers in other areas will need to identify other resources and facilities.

37. LAW IN AMERICAN HISTORY

Authors:	James G. Lengel and Gerald A. Danzer
Publisher:	Scott, Foresman and Co.
Publication Date:	1983
Grade Level:	8, 11
Materials and Cost:	Text, paperbound, 263 pp, $6.10; teacher's guide, paperbound, 72 pp, $2.66
Subject Area:	Legal education, U.S. history

Overview

Teachers often find integrating new content areas into the existing social studies curriculum difficult. Law in American History has been written to assist teachers in including concepts and events related to the law into the American history curriculum. Arranged chronologically, the student text and accompanying teacher's guide focus on five recurring legal concepts: liberty, equality, authority, due process, and need for law. Since including all the landmark legal events in our nation's history is impossible, the authors have selected a case study for each major historical period. A "modern-day" case study is also presented in each chapter, to "show how the law has changed over the years and how the same legal issues that concern us today have their roots in earlier days." Throughout the text various activities are suggested. The teacher's guide provides background materials for the teacher as well as answers to questions posed in the text.

Required or Suggested Time

The ten chapters in the book are roughly analogous to the major units in most U.S. history texts. The teacher's guide suggests teaching time for each chapter, ranging from two to five class periods. Many of the activities can be given as homework assignments. A chart in the teacher's guide also suggests the point in the curriculum where each chapter can be taught. For example, the suggestion for chapter 1 is "any time during study of the colonial period (1620-1750)"; chapter 5 is to be used "after the rise of sectionalism but before the Civil War (1850-1860)."

Intended User Characteristics

The materials in the student text average a grade 9/10 reading level according to the Dale-Chall formula, grade 11--the grade at which U.S. history is usually taught--according to the Fry graph. Teachers who wish to use materials at the 8th-grade level could probably do so, since the reading level varies from chapter to chapter. Most readings are short, and the higher reading level is partially a result of the vocabulary related to legal education. Ample instructions for the teacher are given in the guide; however, the teacher will need to devote some time to integrating these materials into the American history curriculum.

Rationale and General Objectives

"Americans have used the law to try to make their society more perfect, more just. In the last 300 years, law in America has expanded so that it affects many aspects of your life and work." Because law is an important aspect of American life, this book has been designed to supplement American history courses, highlighting that

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Data sheet by Frances Haley.

importance. Five major concepts--liberty, equality, authority, due process, and need for law--have been chosen to illustrate the role of law in American history and to relate the history of law in the United States to the history of its people. Teaching objectives for each chapter are presented in the teacher's guide; these objectives are keyed to levels of Bloom's taxonomy. For example, objectives for chapter 5 are: "(1) Students will be able to explain the special legal status of slaves in the years before the Civil War (comprehension); (2) Students will be able to judge how well the American legal system in the 1850s promoted the concept of equality (evaluation); (3) Students will be able to apply the structure of the court system from chapter 4 to the case of Dred Scott (application)."

Content

Important legal events from ten major periods of U.S. history have been chosen as the focal points of the ten chapters in Law in American History. Chapter 1 examines sources of authority through a study of the origins of the Mayflower Compact. A modern case study related to the burial of chemical wastes in a small Illinois town looks at the body politic as a source of authority in modern society. Chapter 2, "Traditions of Law: The American Revolution," examines how the American system of law developed. Chapter 3 is a study of the U.S. Constitution and Chapter 4 focuses on the court system, with a modern case study of Watergate. Chapters 5 and 6 introduce students to the concepts of equality under the law and justice and due process through the study of slavery and the law of the frontier. In chapter 7 the application of law to economic changes in the age of industrialization is presented. This is followed by a study of the role of federal regulation in Chapter 8, which uses the historical example of the New Deal and modern issues related to Title IX. In the last two chapters, minorities and the law and international law are presented. The appendix contains a glossary of terms, the texts of the Declaration of Independence and the Constitution, and instructions for conducting a mock trial.

Teaching Procedures

A variety of questions and strategies are suggested for Law in American History. A section following each case study, entitled "What's the Issue?," relates the case to the five organizing concepts. Review questions also follow each case study, ensuring that students understand the major points. A final activity entitled "You Be the Judge" allows students to apply the concepts and skills learned from each case study. In addition, each chapter contains a content summary, a self-check, and suggested activities. These activities can be used by the teacher as homework assignments or to extend and enrich regular teaching procedures.

In addition, the teacher's guide suggests methods for presenting the various case materials; examples are reading the text, acting out the scene, conducting a mock trial, and discussing the questions. Activities for younger students are suggested in each chapter of the guide; these can be used at lower grade levels or with less-able students. Answers to all questions in the student text are provided in the guide.

Evaluative Comments and Suggestions

As noted in the overview, teachers often need help in integrating ancillary subject matter into regular courses. These materials are an excellent first step in providing that help. The content is closely related to that of most American history texts and a good beginning is made on the integration process. Teaching strategies are not detailed and explicit, so teachers will still be required to do some planning before using these materials.

38. PROJECT ON SOCIAL HISTORY CURRICULUM

General Editors:	Peter N. Stearns and Linda W. Rosenzweig
Publisher:	Project on Social History, Carnegie-Mellon University
Publication Date:	1982
Grade Level:	10-12
Materials and Cost:	6 volumes, bound in 4 three-ring notebooks, 197 to 352 pp plus 105 transparencies, $150.00
Subject Area:	Social history, U.S. history

Overview

The *Project on Social History Curriculum* is designed to introduce high school students to a historical context in which the "events of daily life" take precedence over "political leaders . . . and dates of elections and important battles." The project, which was supported by the National Endowment for the Humanities, has produced an introductory unit providing an orientation to social history, along with five curriculum units on major social history themes: work and leisure, family, childhood, health and medicine, and crime and law enforcement. The teacher's guide provides instructions for implementing the units, which are extremely flexible in terms of potential uses.

Required or Suggested Time

The *Project on Social History Curriculum* can be used in any number of ways. For example, all the units could be used as the core for a one- or two-semester course in social history. One unit might be used in its entirety as the basis of a mini-course or unit in U.S. history or Western civilization classes. Selected lessons might be integrated into a range of courses, from sociology to psychology to current affairs, law-related education, and world history. Thus, the time required to use the materials can vary from a few days to an entire school year.

Intended User Characteristics

These materials are designed for use with high school students of varying ability levels. This analyst found the reading level of the student materials to be 12th grade according to the Fry graph. The materials' high interest level and the teaching strategies keyed to student ability levels will help offset the problem of readability. Other features will not. These include the high concept load and the format of the student materials--black-line masters of variable print quality. In addition, the material is set in type that is both right and left justified, which makes reading difficult given the line length used. If teachers are using selected lessons from the materials, oral reading can solve the problem of reading difficulty. Teachers who plan to use the materials as the basis for a social history course, however, should carefully consider the difficulty of the materials and their students' abilities.

Teacher training is not required, but would be helpful. Teachers should be thoroughly familiar with the curriculum before implementing it.

Rationale and General Objectives

The *Project on Social History Curriculum* is designed to provide students with a new historical perspective, focusing not on traditional political/military topics, but on "the whole range of human activity,"

Data sheet by Laurel R. Singleton.

including the most ordinary of events--"work habits, patterns of play, health practices, spanking, toilet training, and courtship," to name only a few. Through this study, the developers hope students will develop "a context for subjects we know are important to our own lives and our own society today." The teacher's guide presents goals for each of the five major units, as well as knowledge, skill, and affective objectives for each of the 20 chapters in each unit.

Content

The first unit of the curriculum provides an introduction to social history and the four modern periods of social history: preindustrial (1600-1780), early industrial (1780-1870), mature industrial (1870-1950), and advanced industrial (1950-present). The student materials for this unit are provided in the teacher's guide volume.

Student materials for the remaining five units are provided in separate volumes. These units examine five social history topics within the chronological framework described above. The topics are work and leisure, the family, childhood and youth, health and medicine, and crime and law enforcement.

Within the chronological framework, certain themes are developed. For example, in the unit on the family, two types of families are discussed for each period: peasant and artisan families for the preindustrial period and working and middle-class families for the other three periods. Black and immigrant families are also stressed. Major themes running through this unit include the nature of family roles, the importance of love, the nature of family functions, popular notions of what is good and bad about families, and how the government has tried to respond to changes in family patterns. Themes that run through the health and medicine unit include the evolution of health to current levels, the changing structure of the medical system, and continuities and discontinuities in societal attitudes toward health and medicine.

The focus in all the units is on social history in the United States, but comparable trends in Western Europe are also covered. The transparencies provide illustrations--primarily photographs and cartoons--for the student readings.

Teaching Procedures

The teacher's guide opens with a discussion of the various ways in which the curriculum can be used, followed by tips on using a range of teaching strategies with the program; these include narrative readings, documentary sources, individual and small-group work, inquiry, written assignments, lectures, comparison of personal and past experiences, and examination of value-related questions.

While the teaching materials presented for the five major units vary somewhat, all provide some overall introduction followed by teaching plans for each chapter. The chapter teaching plans include a summary of the content presented in the chapter, objectives for the chapter, and suggested teaching strategies. For many of the chapters, three strategies are presented: one for average students, one for below-average students, and one for above-average students. The teaching strategies call for reading and discussion supplemented with a wide range of other activities. Small-group work is used frequently.

Evaluative Comments and Suggestions

Teachers looking for materials on social history to supplement traditional texts or to form the basis for social history units or courses will welcome the Project on Social History Curriculum. The curriculum provides a wealth of information presented in an interesting manner. Unfortunately, the reading level is rather high and the format of the student materials complicates the reading problem; however, motivated teachers should be able to overcome these problems using the wide variety of teaching strategies suggested. A bibliography for teachers would be helpful.

39. WORLD EAGLE

Editor:	Duncan L. Gibson
Publisher:	World Eagle
Publication Date:	Continuous
Grade Level:	7-12
Materials and Cost:	Magazine, paperbound, 3-hole punched and perforated, 10 issues/year, each 24 pp, $19.95/year; book, paperbound and perforated, 88 pp, $9.95; 5 posters, printed on 2 sides, $3.95 each folded or $5.95 each laminated; 10 maps, $3.95 each or $29.75 for set folded or $4.50 each (2 maps per lamination) or $20.50 for set laminated
Subject Area:	Global studies, social studies

Overview

World Eagle is a resource for secondary social studies teachers and students and for elementary school libraries. Published in ten monthly supplements over the course of the academic year, its purpose is to provide data and background information on current national and world issues. The bound issues are perforated at the spine and three-hole punched for ease in copying and storing in a three-ring binder; such a binder is also available from the publisher. Economic, political, and demographic projections; maps; charts and graphs; excerpts from government reports; case studies; excerpts from charters and treaties; a page of United Nations highlights; and quotations from world leaders are presented selectively in each issue. A cumulative index helps students and teachers locate information on topics of interest. Within each issue, topics such as current events, area studies, world problems, military affairs, congressional activity, resource development and depletion, global interdependence, and international organizations are covered. World Eagle also publishes a series of five Worldview Posters presenting data on crucial global issues; a booklet of black-line masters of data on the world's energy production, consumption, and reserves, titled Energy Graphics; and ten "perspective" maps originally published in The Christian Science Monitor. North is never at the top of these maps; for example, one map shows the United States as seen from Canada; another shows North Africa as seen from the Mideast. The balance of this data sheet focuses on the monthly subscription packet entitled World Eagle. More detailed information on the supplementary materials is available from the publisher.

Required or Suggested Time

Since World Eagle provides supplemental data on a monthly basis, the amount of time required will depend on how the individual teacher decides to use the materials. Subscriptions can start at any time.

Intended User Characteristics

The data in World Eagle can be integrated into a variety of secondary social studies courses--global studies, world history, world geography, U.S. history, current events, economics, and social issues. The teacher may wish to use the data in preparing

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Data sheet by Frances Haley.

lessons or to duplicate it for student use. This decision may depend in part on the reading level of particular selections, which varies. Elementary libraries as well as elementary teachers with advanced students will also be able to use the data contained in the monthly issues of World Eagle.

Rationale and General Objectives

Each issue of World Eagle is designed to present solid and current facts related to national and world affairs. The editor emphasizes the word "solid" because much of the information is taken from standard sources which teachers frequently use when they have time. The word "current" is emphasized because the information, compiled monthly, is more current than any annual reference and is updated and checked at the United Nations, the U.S. Bureau of the Census, the Department of State, and other agencies. By reproducing and distributing relevant portions of World Eagle, teachers can provide students with up-to-date information on current topics.

Content

World Eagle focuses on the United States and world affairs. Each issue includes maps, charts, graphs, written statements, original source documents, and a cumulative index for the volume year. The content varies from month to month. The cumulative index for June 1982 lists such topics as Afghanistan, birth rate, courts, developing nations, energy, immigration, military, Palestinians, political systems, productivity, soil erosion, trade, and violence. The focus of the June issue itself is the United States and world energy. Eleven charts and graphs are presented; examples include "Sources of World Primary Energy in 1980," "U.S. 1981 Energy Consumption," and "The Ten Largest Primary Energy Producers, 1980." Also in this issue are articles related to high school and college students' use of alcohol, a map and article on the lakes of Africa and their potential as a source of oil, U.N. briefs, charts on various aspects of the U.S. economy, an "opinions/debate" column, and data on how the federal government planned to spend 1982 tax dollars.

Teaching Procedures

Starting with the October 1982 issue of World Eagle, a few teaching suggestions are provided for selected pages in each issue. These suggestions provide means of stimulating discussion or motivating students to go beyond the information provided in the magazine.

World Eagle lends itself to multiple uses in the classroom, media center, and library. Teachers can (1) reproduce and distribute selected materials from World Eagle to generate class discussion, (2) use selected topics as motivators for student research projects, or (3) keep the issues on hand as an easily accessible resource for teaching and for student research. After becoming familiar with an issue, teachers will be aware of the kinds of data presented and can devise appropriate activities, research projects, and discussion questions on topics related to their courses.

Evaluative Comments and Suggestions

The publisher of World Eagle has solicited evaluations from users, changing its coverage to reflect these user evaluations. The data sources are current and accurate, providing the classroom teacher or librarian with an excellent source of data on world affairs. Each issue indicates what the next month's focus will be, allowing teachers to do some preliminary planning for using the materials. A few teaching suggestions are provided, but teachers will have to become thoroughly familiar with the materials and spend time planning for their use.

40. CONTEMPORARY ISSUES PROGRAM

Producer: Sharon Honea
Publisher: Current Affairs
Publication Date: Continuous
Grade Level: 7-adult
Materials and Cost: 8 boxes, each containing 1 filmstrip, 1 cassette, and a 10-pp paperbound teacher's guide, $33.00 each
Subject Area: Current events, social studies

Overview

The *Contemporary Issues Program* is a series of audiovisual programs issued monthly from October to May each school year. The single-filmstrip programs, designed primarily for use with junior and senior high school students but also usable with adult groups, focus on topics of current interest, many with particular relevance to teens. Topics for 1981-1982 were patriotism, the implications of scientific progress in the areas of bio and genetic engineering, the Nazis and Ku Klux Klan, perceptions of declining quality of American goods, single parents, runaways, teenage suicide, and drug abuse. Each program is accompanied by a discussion guide.

Required or Suggested Time

Each filmstrip requires 15 to 17 minutes of viewing time. Combined with discussion, use of each filmstrip could thus fill an entire class period. The programs could also serve as the starting point for more detailed study of a particular issue, requiring that more in- or out-of-class time be devoted to the material.

Intended User Characteristics

These materials are designed for use with junior and senior high school students but can also be used with adult groups. Because no reading is required, topics covered are inherently interesting, and production is of very high quality, students of all ability levels should enjoy using the materials. The various programs can be used in many social studies classes. For example, "The New Patriotism: A Search for Values" might be used in a civics course, "A Disposable Economy: What Price Quality" might be used in economics or consumer education, and "Runaways" might be appropriate for a sociology or psychology class.

Rationale and General Objectives

The *Contemporary Issues Program* is designed to provide secondary students with up-to-date information on a range of topics that are currently important; several of the topics each year are chosen because they have special relevance to young people. The specific purpose of each program is specified in its discussion guide. For example, the guide for "Organized Bigotry: White Sheets and Swastikas" states, "The purpose of this filmstrip is to examine the nature of these groups [Nazis and Ku Klux Klan], to see what their philosophies are, what their history has been and, most of all, to assess them in terms of the physical, moral and philosophical dangers they present to society."

Content

Each program in this series focuses on one issue of current interest. In 1981-1982, the topics covered ranged from patriotism to single parents to

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Data sheet by Theodore R. Singleton, Jr.

bioengineering. "The New Patriotism: A Search for Values" deals with the problem of defining an abstract concept like "patriotism" and with how such an abstraction is translated into national policy. "Life From the Lab: Progress and Peril" challenges students to think about the implications of today's biological research. The program could serve as the starting point for an examination of a range of science-related social issues.

"Organized Bigotry: White Sheets and Swastikas" examines the history and present activities of the KKK and the Nazis, with emphasis on why some liberal organizations are fighting for these groups' First Amendment rights. The question of whether these groups should be afforded Constitutional protections is not resolved, as students are challenged to reach their own opinions. "A Disposable Economy: What Price Quality?" asks the questions: "Are contemporary goods lower in quality than in the past? If so, why? What can be done about it?"

"Single Parents: Coping Alone" examines the causes and results of the growing trend toward one-parent families. "Runaways: Faces Lost in the Crowd" looks at why young people run away and what happens to them when they do, drawing a realistically frightening picture.

"Teenage Suicide: A Cry for Help" looks at the reasons for another trend: teenage suicide. "Drugs in the '80s: Why Are We Overdosing?" discusses our society as an addictive one, examining why stresses of modern life lead to a climate of addiction; drug addiction is considered as one of many possible addictions.

The photography is excellent, and the narration is capably handled by both male and female narrators.

Teaching Procedures

The format of the discussion guides varies from program to program, but each generally includes the following: an introduction/overview describing the uses and purpose of the program, discussion questions and research activities, a ten-item objective test on the material presented in the program, a brief bibliography, and a copy of the program script.

Evaluative Comments and Suggestions

The Contemporary Issues Program is a series of extremely well-produced audiovisual programs on current topics that are not covered in most textbooks. The content is very up-to-the-minute and interesting. Students of all ability levels should thus enjoy these programs.

41. ECONOMICS

Publisher:	Clearvue, Inc.
Publication Date:	1982
Grade Level:	7-adult
Materials and Cost:	2 boxes, each containing 4 filmstrips, 4 cassettes, and paperbound teacher's guide, $72.00 each or $115.00 for set
Subject Area:	Economics

Overview

Economics is a series of eight color filmstrip/cassette programs designed as a "total program for use on a junior high to adult level." The program is divided into two parts: the first analyzes the structure of the American economy while the second focuses on the individual's role in the economy, explaining consumerism and the more practical aspects of banking, investment, credit, and budgeting. Each approximately 17-minute program is designed to stand alone and can be used to introduce an economics unit or to supplement an economics course. The teacher's guide includes lists of economic terms, study questions, and suggested activities.

Required or Suggested Time

Each program lasts about 17 minutes; with class discussion and questions, a full hour could be used. It would be best to use the set as supplementary materials over a period of weeks. Each of the eight filmstrips is designed as a self-contained unit of study and can be used independently. Teachers will need to spend time out of class developing lesson plans for the materials.

Intended User Characteristics

Economics was designed for use "on a junior high to adult level." Due to the complexity of the concepts covered, the most appropriate audience would be high school and adult continuing education students, although advanced junior high students could also use the material. No special teacher training is needed, but some background in economics would be helpful. Teachers with little previous training in the area should preview the filmstrips and read the teacher's guide before presentation to the class.

Rationale and General Objectives

The filmstrip series is designed to examine the American economic system "with attention focused on many of the basic concepts of economic theory as they apply to everyday life." The underlying objectives, although not stated by the publisher, seem to be for the student to understand (1) economic theory and vocabulary and (2) how he or she as an individual is affected by and affects the economic system of the United States--in essence, to become economically literate.

Data sheet by Carol H. Krismann.

Content

This eight-part series comprises an examination of the American economic system focusing on economic theory and its application to individuals' lives. The series is divided into groups of four flimstrip/cassettes each. The first group analyzes the structure of the American economy, including basic concepts, history, structure, and factors contributing to strength and growth. The first filmstrip, "What is Economics?," contains basic introductory material, defining terms and summarizing economic factors and problems. "Creating an Economic System" focuses on the history and evolution of the American free enterprise system, from colonization to the present. "Private Enterprise and National Priorities" explains the relationship between government and business and its impact on the economy. The final filmstrip in the first group, "Stabilizing a Free Economy," summarizes the roles of government, business, and the individual in stabilizing the economy, defines the factors of economic systems which must be balanced in order to achieve stability, and explains how each factor can be affected by change.

The second group of programs focuses on the importance the individual plays as consumer, citizen, and worker in an economic environment. The first filmstrip of the group, "Making Dollars and Sense," discusses consumer earning and spending, government spending, money, advertising, and consumer protection. "Making Economic Choices" points out how the individual consumer learns to deal with income and spending, including consumer decisions, investing, and real estate. "Checking and Saving: A Guide to Banking" reviews the services a bank provides. The final filmstrip, "Establishing Credit and Planning for the Future," discusses the importance of credit and a good credit rating and offers hints on how to handle credit wisely. It also discusses insurance and budgeting.

Teaching Procedures

The teacher's guide briefly states overall objectives for the filmstrip series, summarizes both four-filmstrip groups, and provides three sets of teaching aids for each filmstrip/cassette program. These teaching aids include a 10-word list of economic terms used in the program, nine discussion questions, and six suggested activities designed to further the student's knowledge of the material presented. The vocabulary lists include such terms as embargo, oligopoly, subsidy, and inflation; the discussion questions focus on thinking skills designed to deepen the student's understanding. Activities are traditional but varied--drawing cartoons, time lines, or charts; doing research; clipping newspaper articles; writing papers; conducting discussions with various kinds of people; and interviewing.

No instructions are given for integrating the filmstrips into the economics curriculum or introducing the material. Specific objectives for each program are not provided, nor are written copies of the scripts.

Evaluative Comments and Suggestions

The first group of filmstrips presents a clear picture of economic theory and history as it pertains to the United States while the second group provides a pertinent discussion of personal finance and consumerism. The two groups would be less repetitive used separately, as many of the photographs in the first group are repeated in the second. The well-organized narrative is pleasantly and clearly presented. The tapes could stand alone, in fact, for although the color photographs match the script, they are not necessary for full understanding of the material. Unfamiliar terms are clearly defined, and the teacher's guide provides further emphasis of these and other important concepts. More-specific objectives and a written copy of the narration would be useful.

42. GETTING THROUGH THE BAD TIMES: TEENAGE CRISES

Editor:	Jean Robbins
Publisher:	Sunburst Communications, Inc.
Publication Date:	1981
Grade Level:	10-12
Materials and Cost:	Box containing 3 filmstrips, 3 cassettes, 46-pp paperbound teacher's guide, $109.00
Subject Area:	Guidance and counseling, health, home economics, psychology

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Overview

This program introduces high school students to a four-step coping technique they can apply in a crisis. Objectives of the technique are to help teenagers develop skills for dealing with emotional problems and the confidence needed to take control of their lives in crisis situations. Three sound-filmstrips present six case studies of teenagers who are struggling with difficult emotional situations. The four-step coping technique is introduced through these case studies: "Acknowledge and identify your feelings; stand back and decide if your feelings are realistic for the situation; engage in activities that you feel good doing; and think of alternative solutions to the problem and choose one to try." Students view and discuss the filmstrips; teachers and counselors facilitate discussions.

Required or Suggested Time

The three sound-filmstrips must be used in sequence, since each of the four problem-solving steps suggested builds upon an earlier one. Time allotted for using the filmstrips depends on how the teacher decides to use them. Viewing requires from 13 to 18 minutes. In a number of key places within each filmstrip, teachers are advised to stop the filmstrip for questions and discussion. Teachers can also implement follow-up enrichment activities, which would require the remainder of one 50-minute class period.

Intended User Characteristics

This program is designed for high school students although the authors state that the coping skills it describes are suitable for people of all ages. Students with varying reading abilities can use these materials, since they are presented in an audiovisual format.

It would be helpful for teachers and counselors to become familiar with the filmstrip and the suggested techniques before presenting the program to students. Teachers and counselors should be skillful in facilitating small-group discussion of interpersonal topics.

The materials, suitable for mixed urban and suburban communities, portray a number of ethnic persons in nonstereotypic ways.

Rationale and General Objectives

The developers state that the goals of the program are twofold: "The short-term goal is to provide teenagers with a set of skills for coping with the upsets and disappointments that punctuate their lives. The long-term goal is to give teens a confidence that they have the ability to take charge of, and direct, the course of their own lives." Five specific educational objectives are stated in the teacher's guide.

Content

Getting Through the Bad Times teaches teenagers to cope with crises in their lives by applying a four-step

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Data sheet by Sydney J. Meredith.

technique designed to help them in stressful situations. First, students need to discover their feelings by acknowledging, identifying, and expressing them openly; then they need to accept these feelings as valid. Second, they need to step back to see if they are viewing and perceiving the situation realistically and objectively. Third, they need to engage in satisfying activities that fortify their self-confidence. Last, they need to explore alternative solutions to their dilemma.

The program presents six case studies showing boys and girls experiencing typical teenage difficulties. For example, one case study portrays a girl's reaction to the end of a relationship with her boyfriend; another case study depicts a boy's problem in adjusting to a move to a new town; a third focuses on coping with an alcoholic parent. The steps are introduced gradually in the filmstrips. Part 1, "Understanding the Problem," focuses on the first two steps while part 2, "Handling the Problem," introduces the last two. Part 3, "Using the Crisis Technique," portrays two open-ended crisis situations. Students must work through the four-step technique to discuss, review, and arrive at solutions to the two situations, thus emphasizing that the four coping skills can be applied to other problem situations as they arise.

Teaching Procedures

Students view the filmstrips, discuss questions displayed on the screen at several points throughout each filmstrip, and participate in follow-up activities chosen by the teacher. Supplementary activities, in addition to discussions, include compiling lists of feelings and desires, making word associations, sharing feelings about particular situations, and starting a journal.

The teacher's guide presents an introduction, a list of educational objectives, a summary, discussion questions and activities, a two-page bibliography, and the filmstrip scripts. In addition, four pages of the guide describe how to use the program. Three pages discuss principles associated with the four-step technique. Three general points for using the program include: (1) help students understand that the technique should be used with flexibility (for example, students do not always need to progress through all four of the steps to solve a crisis); (2) center discussion on the filmstrip characters so that students will not be forced to share their personal experiences; and (3) be willing to share personal experiences, thus encouraging students to share theirs.

Evaluative Comments and Suggestions

Getting Through the Bad Times: Teenage Crisis was awarded the "Best of Category" award from the National Council on Family Relations in 1981. The program has been very favorably reviewed in Media, Booklist, and Forecast for Home Economics

This reviewer believes that in addition to the excellent technical presentation, the strength of the filmstrips lies in the content. The four-step technique is one that teachers will find easy to use--it is practical and applicable. In little time, students of all abilities can learn the technique, which they can use for the rest of their lives. The pauses for discussion within the filmstrips are well-timed and there is enough repetition of the technique to reinforce learning. The emotional problems chosen for the case studies are ones that teenagers will identify with.

The developers state that the technique shown in the filmstrip would be suitable for people of all ages. While this reviewer agrees that the technique would be suitable for people of all ages, the content of the case studies does not seem to be, since an older audience would not identify with the adolescent problems. However, this would be an excellent program for parents to view--they could assist their children in using the coping technique.

43. GIVE AND TAKE

Developers:	Agency for Instructional Television, Joint Council on Economic Education, Canadian Foundation for Economic Education, and a consortium of agencies serving 45 states and provinces
Publisher:	Agency for Instructional Television
Publication Date:	1982
Grade Level:	8-10
Materials and Cost:	12 sound/color videocassettes ($125.00 each) or 16mm films ($250.00 each), with 40-pp paperbound teacher's guide; all 12 programs also available as a VideoKit ($525.00)
Subject Area:	Career education, consumer education, economics, home economics, social studies

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Overview

Give and Take is a 12-part series designed to help students in grades 8-10 improve their economic reasoning and decision-making skills. Programs dramatize everyday economic problems which affect teenagers, focusing on the concepts of scarcity and personal and social decision making; saving, credit, and opportunity costs; employment and productivity; private and public goods and services; taxes; supply and demand; and market prices. The teacher's guide offers step-by-step guidelines for introducing and implementing the series.

Required or Suggested Time

Each of the twelve 15-minute programs is an independent unit which can be integrated into the curriculum in a variety of ways. Each can stand alone, or be used with the other programs, either in or out of sequence. Introducing the program and presenting follow-up questions and activities could occupy the remainder of an entire class period. Additional time would be required if the teacher uses the related activities suggested in the teacher's guide.

Intended User Characteristics

The program is intended for use with young adolescents in grades 8-10 in economics, consumer education, social studies, business education, career education, and home economics classes. The programs are suitable for all ability levels.

The subject matter and presentation should be interesting to all students, since the films portray young people with whom students can easily identify. Persons of different ethnic and racial backgrounds and both sexes are portrayed in a nonstereotypic way.

Teachers are encouraged "to use their own teaching styles and creativity and to consider the learning styles of their students." No special teacher training is required and little preparation or planning time is necessary. Students do not need a prior knowledge of economics.

Rationale and General Objectives

Give and Take is designed to "improve personal economics instruction in the schools." The developers see teenagers as "active participants (consumers and producers) in the American economy who are also at a

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Data sheet by Sydney J. Meredith.

stage in their lives where they are making important decisions." The developers also stress that "decision making has long-term implications for the individual's economic well-being and for the economy as a whole." The materials are designed to provide students with background knowledge and a foundation in personal economics and to teach them skills and techniques which will help them improve their economic reasoning in such areas as time budgeting, money management, credit, and careers.

Content

The series's 12 dramatizations focus on economic problems or conflict situations that teenagers face daily. Most of the situations portrayed are open-ended, requiring students to speculate about alternatives the characters have and encouraging students to ponder new alternatives for solving problems. These dramatizations are interspersed with documentary segments to provide students with additional information and knowledge about the economic concepts.

Programs 1 and 2 focus on the concept of scarcity. In program 1, students examine how to manage money and time by applying a decision-making model to personal economic situations. In the second program, students apply the concept of social decision making to the area of consumer protection.

In programs 3 and 4, students apply the concepts of opportunity costs and trade-offs to the areas of spending, saving, and consumer credit. Students examine career decisions and choices that they face in programs 5 and 6.

In programs 7 and 8, students apply the concepts of public goods and services to the consumer in the economy and to the area of taxation. Programs 9-12 help students learn about market prices in American society. "Market Prices: Supply and Demand" helps students understand how prices influence consumer purchases, people's income, and production of goods. In "Changing Market: Supply and Demand," students learn how changes in supply and demand lead to changes in prices and quantities of goods. "Take Your Choice: Substitution" examines why producers and consumers make substitutions when prices change. The last program, "Why Competition? Market Structure," helps students understand how competition contributes to lower prices and helps protect consumers. Students also ponder alternatives for dealing with monopolies.

Teaching Procedures

The teacher's guide offers explicit guidelines for introducing and implementing the programs. Each lesson begins with a one-page commentary which briefly presents background information for the teacher, explains the primary concepts, and defines vocabulary used in the program. Following the commentary is a section entitled "Suggestions for Classroom Use," which states the broad purpose of the program, lists specific student objectives, suggests a brief activity to introduce students to the program, summarizes the film program, provides questions to discuss after viewing the program, and lists other activities which teachers may or may not choose to use. Reproducible student handouts accompany nine lessons; these handouts are intended to build thinking and decision-making skills and build upon the lessons.

Evaluative Comments and Suggestions

Give and Take is well-produced, providing excellent, accurate content that will help teenagers learn about personal economics so that they can make better economic decisions and choices in their daily lives. The narrative and film are informative, interesting, lively, and effective. Because the films deal in a realistic way with teenagers' immediate personal economic concerns, students will be able to identify with the characters and situations portrayed in the series. Since the endings provide no solutions or "right or wrong" answers, they should stimulate reflection, speculation, and discussion.

44. GREAT EVENTS/THREE

Publisher:	Microfilming Corporation of America
Publication Date:	1981
Grade Level:	9-adult
Materials and Cost:	3-ring notebook containing 40 microfiche and 104-pp paperbound teacher's guide, $99.00
Subject Area:	U.S. history, world history

Overview

Part of a series of programs that make materials from The New York Times available on microfiche, Great Events/Three can be used by senior high school students and college students in such courses as U.S. history, world history, and current events. Forty historical events from the late 1800s to 1980 are covered. One microfiche is presented for each topic; the fiche include news stories, reviews, features, photographs, and editorials. For each event, the accompanying guide provides background information, comprehension questions, discussion questions, projects and activities, and an index of the material on the accompanying microfiche.

Required or Suggested Time

Great Events/Three can be used flexibly. The time required to use the materials will vary depending on how the teacher chooses to use them--as the basis of individual research projects, as organizers for class units on particular topics, as a supplement to ongoing instruction--and the number of suggested activities used. Teachers should note that only one copy of each microfiche is provided; thus, if all students are to read a particular fiche, extra time will be required for staggered reading.

Intended User Characteristics

The materials are most applicable to world or U.S. history courses, as they cover 40 events that occurred between the late 1800s and 1980. However, teachers of such courses as sociology, current events, and political science will find some material of interest as well. A Fry readability test by this analyst indicated the average reading level of the microfiche materials from The New York Times to be grade 11. The writing style used in the older selections may make the reading task somewhat more difficult, but the program should generally be appropriate for 11th-graders and up. Access to a microfiche reader and some familiarity with its use are the only things required of the teacher.

Rationale and General Objectives

The publisher believes students should have the opportunity to benefit from "the value of The New York Times as a primary source of historical and cultural information." Events to be covered in the program were selected "to touch on landmarks of history, some of the events and circumstances that somehow have come to especially identify or characterize a period of history." The publishers believe that using the microfiche with the guide will "spur research into and thought about the events covered; encourage a spirit of inquiry about the wider world; and exercise and stretch research skills."

Content

The program covers 40 historical events. The first is "Railroad Wrecks

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Data sheet by Laurel R. Singleton.

1876 to 1951," the last "Quebec Votes on Independence 1980." Covered between the two are such events as the 1916 Easter Rebellion, the Scottsboro case, the U.S. government's relocation of Japanese-American during World War II, the Berlin blockade, the death of Patrice Lumumba, the Patricia Hearst case, the Jonestown Massacre, and the eruption of Mount St. Helens.

Each topic is covered on one microfiche. Included are news articles, features, editorials, reviews, and photographs. Each fiche includes seven full pages from The New York Times; these pages are intended to provide a context for understanding the event under study. Following the full pages are 40 to 50 additional articles from the Times.

Teaching Procedures

Although the guide accompanying the program provides several instructional aids, no general strategy for using the program is recommended. Three possible ways of using the program include as the basis for student research, as organizers for class units on particular topics, or as a supplement to regular instruction.

Aids provided for each topic are three to five paragraphs of background information on the event, comprehension questions, discussion questions, projects and activities, and an index to the materials on the microfiche. Variety is provided in the projects and activities. Writing exercises, simulations, role plays, polls, map making, and panel discussions are all included, but the majority of activities call for additional student research into related topics.

Evaluative Comments and Suggestions

Great Events/Three provides ready access to a source not generally available to high school students. Teachers will need to establish a method for using the program so that not all students need access to the same microfiche at the same time. They may also find that high school students cannot tolerate too-frequent use of microfiche. However, used judiciously as a supplement to instruction or the basis for student research, the program should be quite effective.

45. PERSONALITY THEORIES: EXPLAINING WHO WE ARE

Developer: Michael Hardy Productions
Publisher: Sunburst Communications, Inc.
Publication Date: 1981
Grade Level: 11-12
Materials and Cost: Box containing 3 filmstrips, 3 cassettes, 45-pp paperbound teacher's guide, $119.00
Subject Area: Human relations, psychology

Overview

This program consists of three filmstrips which briefly present some selected topics--not an overview--related to personality theory and personality development. Among the topics presented very briefly are the psychoanalytic concepts of id, ego, and superego; some behaviorist ideas about personality; sex-role identification and early training; Erikson's identity crisis notions; and Maslow's concept of self-actualization. The entire program can be viewed in one class period or can be supplemented with discussions and additional activities suggested in the teacher's guide for a longer unit. The material is suitable for 11th- and 12th-grade students. The cultural perspective of adolescent experience appears to be mostly American middle class.

Required or Suggested Time

Each of the three filmstrips requires approximately 15 minutes of viewing time. Thus, the entire program could be viewed during a single class period. However, stopping points are indicated a number of times during the presentation, and discussion questions are posed. Therefore, it is more likely that at least one class period will be spent on each of the three parts. Further discussions, outside readings, projects, or other activities suggested in the teacher's guide could easily extend an instructional unit based on this program for several weeks.

Intended User Characteristics

Although the material is not presented in a particularly technical manner, a certain degree of student maturity is required to understand some of the complexities of human relationships and experiences. Furthermore, most of the characters whose problems are discussed in the filmstrips appear to be older high school students. For these reasons, the program seems most appropriate for 11th and 12th grade.

The material seems directed toward a fairly "typical" middle-class American adolescent. Minority groups are represented in the photographs, but little portrayal of any different cultural experience is given. For example, the characters seem generally affluent, go to dance classes, and attend antinuclear demonstrations. The program, therefore, may not have much meaning for students whose cultural or experiential background is very different from that of middle-class youth.

No special training is required in order to show the material. However, the teacher will need some understanding of personality theory and developmental psychology to lead meaningful discussions and answer questions accurately.

Rationale and General Objectives

The developers list seven student objectives: "(1) to state what a personality theory is and what it does, (2) to describe several different

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Data sheet by Robert B. Abelson.

methods that psychologists use to study personality, (3) to provide at least one criticism of the psychoanalytic and the behaviorist theories; (4) to describe some ways in which early personality development is affected by sex-role expectations, (5) to understand the significance of Erikson's stages and his theory of moratoriums, (6) to list some characteristics of self-actualized individuals, and (7) to describe Maslow's hierarchy of needs."

Content

The program consists of three filmstrips, each with an accompanying audio cassette. The first--entitled "What is Personality?"--presents a very brief discussion of two major types of personality theory: Freudian psychoanalytic theory and the behaviorist approach. The presentation related to Freudian theory is limited mostly to Freud's structural theory (id, ego, and superego) and a very brief discussion of conflict, the unconscious, and defense mechanisms. Behavioristic concepts presented are oriented toward Skinner. Some general criticisms of each theory type are also mentioned.

The second strip--"How Does Personality Develop?"--presents Harlow's basic findings regarding surrogate mothers for chimps and then stresses sex-role identification and early training. Part 3--"The Search for Identity"--briefly examines some conflicts adolescents face in moving from childhood to adulthood. Erikson's eight stages are mentioned; in particular, identity issues are discussed. The presentation then moves to issues of self-actualization and Maslow's notion of a hierarchy of needs.

Teaching Procedures

The teacher's guide provides a short summary of the program, 11 suggested activities and projects, a 17-item annotated bibliography for teachers wanting more information about personality theories and personality development, and the script for all three filmstrips. Students view the three filmstrips while listening to the narrative; the strips are periodically stopped to discuss the material just presented. Several discussion questions are provided for each part. The program may be used either with or without the suggested activities and projects, which range from conditioning a pigeon to holding a debate regarding social conformity versus individual freedom.

Evaluative Comments and Suggestions

This filmstrip program has both good points and shortcomings. It is technically well done, and the supporting teacher's guide provides a good bibliography of materials appropriate for the teacher.

The main problem lies with the great complexity inherent in theories of personality and personality development. Because of this complexity, only the briefest and most cursory information is provided. The danger is not so much that the students do not get a comprehensive picture, but that they get a very distorted notion of the theories.

Furthermore, rather than providing an overview, the developers have chosen a few specific topics to present. For example, almost all of the filmstrip entitled "How Does Personality Develop?" is devoted to Harlow's finding regarding a cloth versus a wire surrogate mother and to sex-role stereotyping in child rearing. Although the material is presented well, albeit briefly, in no way does it represent even the most cursory overview of the field. Certainly it does not begin to answer the question posed in the title.

If the teacher is careful to point out that the program provides only a few "selected topics," not an overview of personality or development theories--regardless of the filmstrips' titles--the program can certainly be used to advantage to introduce an instructional unit on personality.

46. WHO YOU ARE AND WHAT YOU ARE: UNDERSTANDING SEX ROLES

Author:	Barry Fishman
Publisher:	Guidance Associates, Inc.
Publication Date:	1982
Grade Level:	7-12
Materials and Cost:	Box containing 4 filmstrips, 4 cassettes, 30-pp paperbound teacher's guide, $149.50; also available as sound-slide program, $169.50
Subject Area:	Psychology, sex education, sociology, women's studies

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Overview

Who You Are and What You Are is a four-part filmstrip program designed to help secondary students "re-examine the concept of sex-roles in our society and how it has affected their own lives." The developers feel such an examination is important because historical, cultural, and social factors have caused rapid changes in attitudes toward sex roles and sexual identity. They believe these changes have made understanding sexual identity difficult for today's young people. The program therefore presents an historical overview of sex roles, followed by interviews with men and women having diverse personal experiences regarding their own definitions of sexual identity. The teacher's guide provides discussion questions and related activities designed to help students probe these issues more fully.

Required or Suggested Time

Each of the program's four filmstrips requires approximately ten minutes to view. Discussion of the questions provided for each filmstrip in the teacher's guide could easily consume the rest of a typical class period, thus resulting in a total of four class periods of viewing and discussion. Completion of the related activities suggested in the guide would require additional in- and out-of-class time.

Intended User Characteristics

This audiovisual program is suitable for use with secondary students of all ability levels. It can be used in psychology, sociology, sex education, women's studies, or other classes in which attitudes toward sexual identity are examined. Teachers should preview the program before showing it to their classes so that they are comfortable with the content presented.

Rationale and General Objectives

Believing that changes in attitudes toward male and female roles have eliminated the "easy answers" in developing personal identities, the developers have designed this program to meet three general objectives: (1) to "explore the formation of masculine and feminine sexual roles and identities as a result of historical, cultural, and social influences and expectations," (2) to "sensitize students to the general concept of sex roles and sexual stereotyping," and (3) to "help students come to terms with their own sexual identities."

Content

Who You Are and What You Are is divided into four segments. The first, "Becoming a Man: How Others Define Us," opens with a discussion of the influence of social, historical, and cultural factors on the formation of

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Data sheet by Laurel R. Singleton.

masculine and feminine identities. Four processes through which identities are shaped in the home are discussed: manipulation, channeling, verbal appellation, and activity exposure. The program then focuses on traditional and current definitions of masculinity. Reactions to changes in these definitions are briefly examined.

The second segment of the program, "Becoming a Man: How We Define Ourselves," presents interviews with five men who talk about the changes they have experienced in developing a sense of personal identity. One young man reports that he once felt he had to be married to be a man but now views being a man as "finding out who I am, what I need, what I want out of life." An older man describes his attempts to open up to giving and receiving love after years of equating being a man with being successful.

The third portion of the program, "Becoming a Woman: How Others Define Us," turns the focus toward women, examining the historical conflict between societal expectations and personal needs. A segment of Ibsen's A Doll's House is presented to illustrate this conflict. Reasons for the recent changes in women's roles and the effects of these changes are discussed.

The final part of the program, "Becoming a Women: How We Define Ourselves," presents interviews with three women who experienced conflicts and disapproval from family members as a result of decisions related to their own identities: one woman decided to postpone having children while she attended college, one opened a business which eventually gave her a higher income than her husband earned, and one decided to give up her career as a designer to spend full time taking care of her children. The program concludes with an interview with a young woman examining the options available to her as she graduates from high school.

The first two programs are narrated by a male; the last two by a female. All include full-color contemporary photographs of men and women of various ethnic groups and ages; black-and-white historical photographs and some cartoons are also included.

Teaching Procedures

The teacher's guide presents an introduction to the program, an overview of its content, the script and discussion questions for each segment of the program, and related activities. The discussion questions are about equally divided between those that ask students to recall what they viewed and those that ask them to develop their own opinions. For example, two questions suggested for discussion after viewing the third filmstrip are "Why did women traditionally see themselves primarily as wives and mothers?" and "The narrator says: "Do you agree or disagree? Does this still hold true today for some women? Why do you think these women have purposely followed more traditional roles?" The guide stresses that there are no "right" answers to the opinion questions; they are designed to stimulate students to question "themselves and their society."

The activities suggested in the guide generally involve students in researching topics related to the filmstrips and discussing their results with the class. Some of the topics suggested for study are divorce, changes in children's literature since 1950, and working mothers.

Evaluative Comments and Suggestions

Who We Are and What We Are is a very professionally produced program that will help students examine changes in sex roles and the effects of these changes on their own identities in a historical and sociological context. Teachers should thus find the program a welcome addition to the market.

47. CLIPPER: A SIMULATION OF A CLIPPER RACE AROUND CAPE HORN

Author:	Michael Day
Publisher:	Interaction Publishers, Inc.
Publication Date:	1982
Grade Level:	7-12
Materials and Cost:	Teacher's guide, paperbound, 31 pp, and one-sheet 17" x 22" student guide, $21.00
Subject Area:	Geography, history
Number of Participants:	Entire class

Overview

Clipper is a simulation of a race of 19th-century clipper ships from New York, around Cape Horn, to San Francisco. The class is broken into "crews" who perform a variety of tasks designed to develop knowledge, skills, and/or attitudes related to this type of transportation. After completion of each task, the crew is allowed to draw a "sailing card," which tells them how far they have sailed that day. The object of the race is to reach San Francisco first, but the real motivation for students will probably come from performing the tasks and learning the skills. The teacher's guide contains background information for the teacher along with the basic materials needed and specific instructions for conducting each hour of the simulation. The simulation takes about ten class periods, but considerable modification is possible in the time devoted to it.

Required or Suggested Time

The suggested time to complete the simulation is about ten class periods. However, flexibility is provided for by allowing the teacher to determine the extensiveness of the projects ("crew tasks") and create an activity of greater or less duration.

Intended User Characteristics

Early secondary grades are perhaps the most suitable audience for this simulation. The materials can, however, be used with a fairly broad range of age and ability levels, since the tasks required to perform the simulation are quite variable in their difficulty and sophistication. Furthermore, given tasks can be completed in many different ways and at many different levels, allowing for a great deal of flexibility. The simulation can be used in history, geography, or creative writing classes.

No special teacher training is necessary. However, two or three hours of preparation are required before the first time this simulation is used.

Rationale and General Objectives

The teacher's guide specifies knowledge, skill, and attitude objectives. In the knowledge area, students are to learn about "(1) the hazards and hardships of sailing a clipper ship around the horn, (2) the purpose and use of latitude and longitude, (3) the parts of a ship and their proper names, (4) the history and purpose of sea chanties, and (5) the lore of seafaring." Skills to be developed are map reading, course plotting, cooperation and group work skills, and decision making. Target attitudes are "respect for those who sailed the clipper ships" and "understanding and appreciation of the dangers and uncertainties of 19th-century travel." Specific objec-

Data sheet by Robert B. Abelson.

tives for each period during which the simulation is used are outlined in the teacher's guide.

Content

Clipper is a series of activities designed to simulate some of the tasks and experiences involved in sailing a 19th-century clipper ship from New York, around Cape Horn, to San Francisco. A short background essay for the students very briefly describes clipper ships, their history, related jobs, sea navigation, and life on board the ships. A very simple map of North and South America showing meridians and parallels, some major currents, and the location of about two dozen coastal cities is also provided.

The tasks in which students are involved range from very simple (e.g., finding the location of six famous seafaring towns), through tasks requiring some book research (e.g., drawing a diagram of a ship's sails and naming them), through more extensive research and activity projects (e.g., researching the process by which model ships are put into bottles and then constructing one).

Teaching Procedures

During the first class period devoted to the simulation, students are given a knowledge pretest to provide a basis for comparison with a subsequent posttest. The students then read several paragraphs of background information from the student guide, and a class discussion is held.

During the second period, the students read about and practice using latitude and longitude. During the third period, they read about and discuss the duties of a ship's crew, and then organize themselves into "crews" of four to six students, pick a captain, and learn the rules of the simulation.

Periods four through nine involve the actual simulation, during which the crews complete required tasks from the "crew task cards." Each time a task is completed, the crew may obtain a "sailing card" from the teacher, which allows them to "sail" a certain distance. The tenth and final period is devoted to completing the race, taking the posttest, and a general evaluation.

The teacher's guide, in addition to the general introductory and descriptive information, contains specific instructions for conducting each hour of the simulation. It also contains the basic materials necessary, such as the pre/posttest, a glossary of nautical terms, 32 "sailing cards," 32 "crew task cards," and information to assist in the completion of the crew tasks.

Evaluative Comments and Suggestions

Clipper is a rather well-written simulation. One of its strong points is its great flexibility. The tasks required are so varied, both in content and in difficulty, that the simulation can be adapted to a great variety of purposes and levels of ability. Some of the tasks could be a bit impractical, however, depending on the school facilities and amount of time the teacher wants to devote to Clipper (e.g., "...ship's cook prepares one of the traditional foods from sailing ship days"--recipes are, however, provided).

48. DIG 2

Author:	Jerry Lipetzky
Publisher:	Interaction Publishers, Inc.
Publication Date:	1982
Grade Level:	7-12
Materials and Cost:	Teacher's guide, paperbound, 33 pp, and student booklet, paperbound, 24 pp, $32.50
Subject Area:	Anthropology, archaeology, history
Number of Participants:	14-40

Overview

This revision of a popular program first published in 1969 provides material for a four-week unit in which the classroom becomes an "archaeological lab." Students are introduced to the concept of cultural universals and then are divided into two teams, each of which creates a culture and artifacts representing the culture, places these artifacts underground, and then excavates the artifacts of the other team. On the basis of the artifacts, each team attempts to reconstruct details of the other's culture. Detailed instructions for using the unit are provided in the teacher's guide.

Required or Suggested Time

Dig 2 is intended to serve as the basis for four weeks of classwork and out-of-class assignments. The unit will require only three weeks if the dig is not included. Significant teacher planning time is also necessary.

Intended User Characteristics

Dig 2 can be used by students in grades 7-12. Given the reading level of the student book (grade 10 according to the Fry graph) and the sophisticated thinking skills required to create and analyze artifacts, the unit will probably work best with high school students. Recognizing that problems might occur in using Dig 2 with elementary students, the author provides some suggestions for simplifying the activities involved. One or two classes can be involved in the simulation.

Dig 2 does have some unusual space requirements. First, the two teams will need separate work areas that will afford them some privacy. Second, if the dig is to be conducted, two 20' x 20' areas will be required for the outdoor excavation.

No special teacher training is required to use the unit, but teachers should become thoroughly familiar with the materials before embarking on the simulation.

Rationale and General Objectives

Dig 2 is intended to permit students to "experience archaeology," participating in a dig, using the techniques employed by professional archaeologists, and recording their observations and measurements on forms similar to those used by universities and museums. The simulation is also intended to familiarize students with basic concepts of anthropology and to engender respect for creativity and craftmanship. Development of skills in scientific expression is also an objective of the program.

Content

According to the teacher's guide, eight generalizations form the base of knowledge to be gained by students who participate in Dig 2. These

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Data sheet by Laurel R. Singleton.

generalizations are: "(1) All people, past and present, have shaped their beliefs and behavior in the face of universal human needs and problems, (2) the various elements of any culture are interrelated and cannot be understood without examining the culture as a whole, (3) physical creations (artifacts) of a people reflect many of their beliefs and values, (4) the culture of any society is constantly being altered, and a change in one element will effect changes in other elements, (5) art reflects many of the ideas, moods, and beliefs of a culture, (6) individual effort and group success are closely interrelated, (7) there are many ways of successfully solving the needs of individuals and groups, and (8) archaeologists (anthropologists) play an important role in our understanding of human history."

Teaching Procedures

Dig 2 is conducted in six phases, with day-by-day activities being clearly spelled out in the teacher's guide. In the first phase, which requires two class periods, students are introduced to the concepts of culture and culture universals by examining artifacts of contemporary American society and the student-created culture of the Specibieans. In the second phase, which consumes seven class periods, students are divided into two teams. Each team, under the direction of a student "crew chief," is charged with creating a complete culture, along with artifacts that reflect cultural universals. The third phase is the actual "dig," in which students excavate, measure, record, and store the artifacts buried by the other team. This weeklong phase can be omitted if time, weather, and location do not permit its use. Phase 4 involves each team in a two-day effort to analyze the artifacts they unearthed and reconstruct the culture on the basis of their analysis. In phase 5, the two teams present their findings to each other, discovering how accurately each has reconstructed the other's fictional culture. Two days are required for this phase. In the final phase of the unit, students spend one day debriefing and evaluating the simulation. An open house in which the artifacts and other materials created by the teams in their work are displayed can also be held at the conclusion of the unit.

Evaluative Comments and Suggestions

This simulation, while requiring significant teacher preparation and instructional time, provides students with a unique opportunity to use the skills employed by anthropologists and archaeologists. The practice using higher-order thinking and small-group skills should be especially beneficial. Effective leadership by the teacher and the two crew chiefs will be important in creating the spirit of involvement in the imaginative creation of cultures that is necessary for the unit to be successful.

49. THE LEWIS AND CLARK EXPEDITION

Author:	David Dalporto
Publisher:	History Simulations
Publication Date:	1982
Grade Level:	7-12
Materials and Cost:	Teacher's guide, paperbound, 47 pp, $18.50
Subject Area:	U.S. history
Number of Participants:	6-40

Overview

The Lewis and Clark Expedition is a "team research game" designed to develop students' knowledge of U.S. geography, events surrounding the Louisiana Purchase and the Lewis and Clark 1804-1806 expedition, and the lifestyle and contributions of American Indians in the early American West. Students work in groups of three, reading selections about the phases of the expedition from preparation to the return to the East. Teams score points by answering questions using knowledge from the readings, thus moving from phase to phase and "completing the journey." Points are also awarded for speed in completing the journey, answering bonus questions requiring additional research, and bringing books about the Lewis and Clark expedition to class. The game requires one week of class time and is suitable for use in U.S. history classes at the secondary level.

Required or Suggested Time

The author suggests that approximately five class periods are required to complete the game. However, the time schedule detailed in the teacher's guide provides for only 25 minutes to complete and discuss an evaluation of the activity. Since this step provides the only opportunity for students to analyze and apply a great deal of factual information gained during previous steps, another class period for discussion would be beneficial. In addition, teacher preparation time will be required to plan team rosters, arrange for books on the expedition to be placed on reserve in the school library, read the game materials thoroughly, and duplicate student handouts.

Intended User Characteristics

The Lewis and Clark Expedition is designed for use with from 6 to 40 secondary U.S. history students. The game centers around reading, so students with reading difficulties may have problems participating. A Fry readability test by this analyst indicated that the average readability level of the student handouts is grade 8; however, the long line length used on the handouts increases the difficulty of the reading task.

Rationale and General Objectives

The author of The Lewis and Clark Expedition defines seven objectives for the game. The first six focus on acquisition of factual information about U.S. geography, natural resources in the western United States, the Lewis and Clark expedition, the Louisiana Purchase and the lifestyles and contributions of American Indians. The seventh objective is a modestly stated call for improvement of student research skills.

Data sheet by Laurel R. Singleton.

Content

Content is presented through two- to five-page descriptions of the eight stages of the Lewis and Clark expedition: preparation for the journey, the trip up the Missouri River, wintering at Fort Mandan, crossing the prairie, climbing the Rocky Mountains, the trip down the Columbia River, the winter on the Pacific Coast, and the return journey. The descriptions place particular emphasis on the role of various Indian tribes.

Teaching Procedures

The teacher first divides the class into teams of three students each. Half of the first class period is spent distributing a fact sheet and map and explaining the game procedure. The remainder of the period and the following three periods are devoted to "searching." During the search periods, students read a selection describing one phase of the expedition. They then answer questions regarding the reading. Their answers are submitted in writing to the two student assistants, who check the answers. If a specified number of questions have been answered correctly, the team scores points and goes on to the next phase of the journey. If the specified number of questions are not answered correctly, the team must try again. A reduced number of points are scored if the team answers the required questions correctly on the second attempt. No points are awarded for subsequent attempts, but a team must complete the questions for one phase before going to the next.

Teams are also awarded points for answering quiz questions on each section of the journey, finishing all phases of the journey (points are awarded on the basis of the order of finish), overall journey quiz questions, bonus questions (most of which require use of additional materials), and bringing books on the Lewis and Clark expedition to class. Since all books in the school library are placed on reserve prior to the activity, gaining points for bringing in books requires use of other information sources, such as the public library. Each student on a team can receive the two points for bringing in a book only once. Students who bring in a book also get a copy of the bonus questions early, thus increasing their chances of scoring additional points. The questions asked during these phases of the game stress recall of factual information and map work.

During the last period, students complete their reporting to the game assistants, and the winning team is announced. Students then complete and discuss an evaluation form, which asks for their opinions about the activity and requires them to apply and analyze what they have learned.

Evaluative Comments and Suggestions

Students who participate in this game will learn a great deal of factual information about the early American West and the Lewis and Clark expedition. To make the activity more than an exercise in fact-finding, however, an excellent debriefing will be needed. While the evaluation form in the teacher's guide provides questions to facilitate this debriefing, some additional follow-up activities and guidance for the teacher would have been helpful.

50. OUT OF COURT

Authors:	Ethan Katsch and Janet Rifkin
Publisher:	Legal Studies Simulations
Publication Date:	1982
Grade Level:	7-12
Materials and Cost:	Packet contains 1 director's manual, 2 mediator's manuals, 2 summaries of mediator's responsibilities, 35 student mediation guides, and 2 instructions for disputants, $34.50
Subject Area:	Civics, legal education, political science, U.S. government
Number of Participants:	3-30

Overview

Out of Court is a simulation designed to introduce secondary students to the process of mediation. Students assume the roles of disputants and mediators in one of five cases which represent typical mediation situations. The cases are a landlord-tenant dispute, a domestic disagreement, a neighborhood fight, a case of school vandalism, and a disagreement between two workers.

Required or Suggested Time

The authors indicate that the amount of time required to complete the simulation can vary greatly, depending on what occurs during the simulation and what the teacher's objectives in using the simulation are. They suggest a two- to four-hour time span.

Intended User Characteristics

Although no grade level is specified in the materials, this simulation appears to be most appropriate for secondary students in civics, government, or law-related courses. The reading level of the mediator's booklet scores at the college level on the Fry scale, so the teacher may need to select the student mediator carefully; if necessary, the teacher can play this role. The other student readings are short enough that they could be read by most secondary students or, in a class with a number of poor readers, be read aloud.

Rationale and General Objectives

Mediation is an increasingly popular method of resolving disputes in the United States and has been used for centuries by other cultures. The authors suggest that participation in Out of Court will provide students with substantive knowledge about the mediation process, "...insights into the general management of conflict in society and institutions," an awareness "...of their own values and those of other participants," and "...insight into decision making, negotiation, and compromise."

Content

Out of Court seeks to teach students about the mediation process by involving them in simulation of one of five case studies. These cases involve two coworkers who became involved in a fight, a domestic quarrel which resulted in a stabbing, an altercation between a landlord and a tenant in which the tenants' glasses were broken, an argument among neighbors whose children are always fighting, and a school vandalism incident.

Data sheet by G. Dale Greenawald.

Teaching Procedures

The director's manual provides a general schedule of activities and time frame for conducting the simulation. First, the teacher selects the case study to be used and assigns students to assume the roles of mediator, respondent, and complainant. The rest of the class watches the mediation process. During the first class session, the mediation process is introduced, the mediator holds a public session to get both parties' views of the situation, and the class discusses what they have seen so far. The manual provides answers for some of the questions students often ask at this point. During the second class period, the mediator has a "private" session with each of the parties and holds additional meetings with both. If an agreement has not been reached, holding additional meetings during the third class session may be necessary. The final class period is devoted to post-game discussion. The manual offers some questions for discussion during this final debriefing; e.g., "What is the relationship between mediation and plea bargaining? What categories of disputes are not suitable for mediation?" The manual concludes with a list of resources.

Evaluative Comments and Suggestions

Although this simulation has many features to recommend it, it also has some drawbacks. As described by the authors, only a few students have active roles in the simulation. The remainder participate only through observation and discussion. While the publisher reports that teachers have not experienced any difficulty involving students in these ways, this analyst believes some students might have difficulty attending to the simulation. If so, teachers might need to devise modifications which would encourage a higher degree of participation. For example, if a class includes a number of good readers, teachers may consider conducting several or all of the case studies simultaneously, debriefing each with the aid of a student assigned to observe and report on the case. Additional information about the mediation process, skills required, and other pertinent data would be most helpful, as would more systematic and focused debriefing questions. In addition, if one purpose of the simulation is to help students clarify their values, a carefully designed series of questions might be provided to help teachers assist students with that process.

ANALYSES OF TEACHER RESOURCE MATERIALS

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51. ACTIVITIES HANDBOOK FOR THE TEACHING OF PSYCHOLOGY

Editors: Ludy T. Benjamin, Jr. and Kathleen D. Lowman
Publisher: American Psychological Association, Inc.
Publication Date: 1981
Grade Level: 10-adult
Materials and Cost: Book, paperbound, 244 pp, $11.50
Subject Area: Psychology

Benjamin and Lowman compiled this handbook in response to a need for classroom activities expressed by the American Psychological Association's Committee on Psychology in the Secondary Schools. Nearly half of the 88 activities in the book are based on the activities column that appears in APA's High School Psychology Teacher.

The activities are grouped into eight topic areas: methodology, sensory processes and perception, learning and conditioning, memory and cognition, developmental psychology, social psychology, personality, and a miscellaneous category covering such concerns as animal behavior, sleep, mental illness, and creativity.

The activities include actual experiments which can be conducted in class as well as demonstrations of psychological phenomena. For example, students determine the effects of positive reinforcement on verbal statements by conducting an experiment in pairs. One student in each pair acts as the researcher, the other as the subject. For the first 15 minutes of the experiment, the researcher awards points to the subject for every opinionated statement made; for the second 15 minutes, no reinforcement is given. Results from all pairs are pooled to determine whether operant conditioning and extinction occurred. Impressionability is demonstrated by giving students an astrological description which they are told applies to their sign of the zodiac (in reality all students get the same description). Students are then asked to rate how well the description fits them and how well it fits their best friend not of that sign. The developer of this activity states that the students "will say that the descriptions fit their best friends less well than they fit themselves, when the descriptions ought to fit each equally well or equally poorly. . . . Thus, students can be shown quantitatively how easily they can be misled by general descriptions and how likely they are to be subjective when they think such descriptions refer to themselves rather than others."

The activities are presented in a standard format. First, the principle or phenomenon demonstrated by the activity is explained. Next, materials needed and class preparation, if any, are described; most of the activities do not require any specialized laboratory equipment. Instructions for conducting the activity are followed by a discussion of expected outcomes and sample discussion questions and topics.

Although the editors intend that "the information contained in each activity be sufficient for the conduct of that activity," they do provide a list of suggested background readings for each lesson. For many lessons, teachers who are not thoroughly familiar with the discipline will need to consult those references; considerable psychological jargon is used, and references are made to the work of specific researchers. Without some understanding of the work of those researchers or definitions of specialized terms used by those researchers, teachers will have difficulty with the activities.

The book's four appendices should be useful to teachers. The first provides a quick update on basic statistical methods for teachers wanting to include data analysis in some activities. The second is "A Bibliography of Do-It-Yourself Laboratory and Classroom Apparatus" to help teachers who wish to build simple equipment for classroom demonstrations and experiments. The third appendix is an annotated bibliography of additional activities for classroom use, and the concluding appendix is a selected bibliography of ethical guidelines for the teaching of psychology. (LS)

52. AMERICAN LAW SOURCE BOOK FOR THE CLASSROOM TEACHER

Editors:	Bruce A. Newman and Richard J. Drew
Publisher:	American Bar Association
Publication Date:	1981
Grade Level:	9-12
Materials and Cost:	Book, paperbound, 107 pp, $12.00
Subject Area:	Legal education

The editors originally set out to update the ABA High School Law Program Attorney's Source Book but determined in the process that a book addressed to teachers would be more useful. The result is this American Law Source Book for the Classroom Teacher, which is designed to help secondary teachers develop units or lessons on the law for use in traditional social studies courses.

The major portion of the book is devoted to presentation of leading cases in various areas of the law. Topics covered are freedom of religion, right to assemble, free expression, freedom of the press, search and seizure, double jeopardy, self-incrimination, just compensation, right to fair trial, right to counsel, cruel and unusual punishment, racial and sexual discrimination, consumer law, environmental law, family and juvenile law, and real estate. Cases with contrasting results are often presented together so students can learn "to distinguish between what is permissible and what is prohibited under the law . . . and that legal rights coexist with legal responsibilities." Each case is presented on an illustrated page that can be copied and distributed to students. Readability of the cases varies from tenth grade to college level, but the cases are brief enough to be read aloud if readability creates a problem.

The cases on particular topics are accompanied by discussion questions, a summary of court decisions in the cases, and background information on historical development of important principles regarding the topic. Other cases of interest are also listed.

Also included in the book is a section on "Suggested Teaching Methods and Procedures." Considerable attention is devoted to the use of the case method, in which the cases presented earlier could be used. Also given considerable emphasis is use of role playing, including role playing of court trials, Supreme Court hearings, federal mediation sessions, and the like.

Concluding the book are a rather laudatory three-page discussion of the role of the legal profession in the United States, a glossary of legal terms which teachers should find useful, a brief bibliography of other law-related education materials available from ABA, and an index of cases. (LS)

53. BUILDING BRIDGES TO THE LAW

Editor:	Charles White
Publisher:	American Bar Association
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 277 pp, $9.95 (also available from EDRS, ED 209 144, MF-$0.97 plus postage)
Subject Area:	Legal education

Subtitled How to Make Lawyers, Judges, Police and Other Members of the Community a Part of Your Law-Related Education Program, this book is a collection of 20 articles providing suggestions for "getting the community into the classroom (and the kids into the community)." The book opens with a discussion of building rationales for community-based programs, stressing the community's unique potential as a source of (1) information, (2) opportunities for meaningful service, vocational, and citizenship activities, and (3) legitimacy for the law-related program. The second article describes techniques used to evaluate 30 experiential learning programs in several curricular areas.

These introductory chapters are followed by two articles presenting different methods for initiating and sustaining community-based programs. These articles are accompanied by a discussion of establishment of state networks for community resources; provision of training to community resource persons and obtaining funding are among the topics discussed in this article.

More than half of the book is devoted to articles describing successful projects which have involved the community in law-related education. Examples include a Philadelphia program in which teachers use the courts and city government to teach students about rights, police/school liaison programs in Wichita, Kansas and Denver, Colorado, mock trial tournaments in New York, and use of law students in the classroom in the National Street Law Institute model. Although most of the articles describe programs at the secondary level, three focus on ways of involving the community in elementary school programs.

The final article presents suggestions for evaluating community-based programs; included are sample evaluation instruments. The book concludes with an annotated listing of articles, books, and films, along with a brief listing of organizational resources. (LS)

54. CHILDREN AND TV II: MEDIATING THE MEDIUM

Authors:	Mariann Pezzella Winick and Judith S. Wehrenberg
Publisher:	Association for Childhood Education International
Publication Date:	1982
Grade Level:	Early childhood-6
Materials and Cost:	Book, paperbound, 64 pp, $5.00
Subject Area:	Language arts, mathematics, science, social studies

Because television plays such an important role in children's lives, Winick and Wehrenberg believe that understanding a child's televiewing experiences and how those experiences have affected development of thought processes is now a key part of understanding a particular child's level of development. The authors also believe that ". . . the student's TV viewing can be used in the enrichment of the curriculum." They have therefore designed this bulletin to provide not only a theoretical framework for understanding the relationship of television viewing and development but also practical activities for integrating television with the standard curriculum in elementary schools.

The first section of the bulletin provides a Piagetian-based framework for relating television viewing, television content, and developmental stages. The authors divide students into four groups according to their developmental level. For each group, they provide a discussion of common viewing habits and how those habits do or do not reflect developmental stages and meet developmental needs.

In the next section, the authors suggest that teachers research television by viewing a variety of programs to get a sense of their content and style of presentation. Also suggested is researching students' viewing habits through the use of polls and surveys. Finally, this section provides ideas for setting up a classroom television resource area, stressing the need to focus not on television per se but on how television can contribute to learning generally.

The third section of the bulletin provides classroom activities that use television as a resource to engage the child's thinking abilities in activities correlated with standard curriculum areas. For each activity, the following is provided: the developmental stage, the Piagetian operational function, the related curriculum area(s), a general statement of the process that will occur in the activity, the type of program suited to the activity, materials needed, and a description of the activity. Activities are included for almost every curriculum area, with language arts receiving the greatest attention. Activities keyed to social studies involve students in comparing their firsthand experience with community helpers and those they see on television, classifying activities of members of television families, completing worksheets about geographical features shown on television programs, and placing historical time of television programs on a time line with actual historical events.

The final section of the bulletin focuses on working with parents to make television viewing more fruitful for children. Suggestions for setting up and conducting parental workshops are provided, along with material that can be presented to parents in those workshops.

The bulletin concludes with a bibliography of print resources and a list of organizations active in the area of children and television. (LS)

55. CURRICULUM GUIDE TO WOMEN'S STUDIES FOR THE MIDDLE SCHOOL, A: GRADES 5-9

Author:	Eileen Abrams
Publisher:	Feminist Press
Publication Date:	1982
Grade Level:	5-9
Materials and Cost:	Book, paperbound, 58 pp, $4.95
Subject Area:	Women's studies

Abrams believes that the middle school years are critical ones for "a consideration of sex roles and, concomitantly, a corrective look at the place of women in the curriculum and in society in general." Because students in these grades are in a developmental transition, the author believes they need materials and activities designed especially for them. Her guide is designed to meet that need.

The introductory section of the guide presents a rationale for women's studies, tips for establishing the psychological and physical environment conducive to the unit, a brief discussion of classroom activities, and an overview of the rest of the guide. The remainder of the guide contains 20 activities grouped into four units: "All About Stereotyping," "Women in the Past," "Women in Today's World," and "Taking Charge of Our Lives." The activities can be used in a variety of classes, including English, U.S. history, civics, social studies, and health.

Each activity includes an objectives statement, instructions for use, and notes to the teacher. Masters for handouts are provided when needed. The activities are designed so that "Much of the 'raw material' on which the activities are based is student-generated rather than teacher-generated, through the methods of interviewing, creative writing, observation, and recording." For example, students interview older women regarding their lives as teenagers, analyze books for sex bias, interview community persons regarding their attitudes toward women, and react to statements about sex roles.

The guide concludes with a list of resources related to each unit. (LS)

56. DEVELOPMENTAL PERSPECTIVES ON THE SOCIAL STUDIES

Editor:	Linda W. Rosenzweig
Publisher:	National Council for the Social Studies
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 112 pp, $6.95 (also available from EDRS, ED 215 919, MF-$0.97 plus postage)
Subject Area:	Social studies

This bulletin is intended to provide "an overview of developmental theory and practice in relation to social studies instruction at the elementary, middle, and secondary levels." In fact, however, the volume provides less of an overview than a sampling of ways in which social studies educators are using or might use developmental perspectives in social studies programs.

To introduce the volume, Rosenzweig describes very briefly the work of developmentalists whose research has direct implications for social studies instruction: Erik Erikson, Jane Loevinger, Jean Piaget, Lawrence Kohlberg, and Robert Selman. Two of the remaining papers focus on elementary/middle school social studies, two on secondary social studies, and two on special topics that span the K-12 curriculum.

In "Building a Just Community in the Elementary School," Cheryl Kubelick describes a Kohlbergian program in which students are given the opportunity to interact in an environment "where issues of fairness and justice are pervasive." The setting and components of the program, which produced significant moral-development stage changes in students, are described in some detail. In "Developmental Transition in the Middle School: Designing Strategies for Social Studies," James A. Brown argues that the importance of the transition from preadolescence to early adolescence dictates that instructional practices be carefully selected on the basis of students' developmental levels. Brown provides a number of examples of strategies tailored to particular developmental levels.

The papers in the secondary section of the book parallel those in the previous section in that the first, "Building Community Consciousness in a Comprehensive Civic Education Project," describes a citizenship program based on Kohlberg's model, while the second, "Teaching and Learning History: Developmental Dimensions," focuses on how instruction can be made more effective by utilizing knowledge of students' developmental levels.

In the following paper, "Developmental Prerequisites for Multicultural Education in the Social Studies," Geneva Gay examines the research related to the development of racial attitudes and ethnic self-identity, research that may be less familiar to many readers than that of Erikson, Piaget, or Kohlberg. Gay describes three stages in the development of ethnic self-identity: the pre-encounter stage, the encounter stage, and the post-encounter stage. She then suggests materials and methods appropriate for students at each level, with the aim of helping students achieve the post-encounter level. The second paper on a special topic spanning the K-12 curriculum is "Law-Related Education and Legal Development," in which Linda Rosenzweig argues that law-related instruction should be an essential part of every social studies course and that developmental psychology can provide teachers with valuable insight on how to achieve the goal of integrating law-related instruction into every course.

The paper ends with an excellent synthesis by Alan L. Lockwood. Lockwood points out that the papers in the bulletin are very diverse in terms of their conceptions of developmental social education: some use developmental psychology as a source of instructional methods, some as a source of educational goals, and some as a source of both. He then calls for establishment of a definition of developmental education and suggests four criteria for determining whether a program is developmental. Finally, he suggests three tasks that should be accomplished: (1) establishment of short-term objectives associated with the long-term aims of developmental education, (2) creation of a body of sound, developmentally based curriculum materials for all grade levels, and (3) refinement of the rationale for developmental social education.

While the papers in this volume are indeed thought-provoking and may provide practical assistance to some teachers, a volume with a more unified approach addressing one of the tasks set forth by Lockwood might have represented a greater contribution to the field. (LS)

57. ECONOMIC EDUCATION: LINKS TO THE SOCIAL STUDIES

Editor:	S. Stowell Symmes
Publisher:	National Council for the Social Studies
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 128 pp, $6.25 (also available from EDRS, ED 209 162, MF-$0.97 plus postage)
Subject Area:	Economics

Believing that social studies and economic education are inextricably linked, the Joint Council on Economic Education and National Council for the Social Studies have cooperated in producing this bulletin, which is designed to help social studies teachers and other educators develop quality economic education programs. According to the editor, the quality of economic education in social studies curricula "is measured by the extent to which it contributes both to attaining specific social studies goals of knowledge, ability, valuing, and social participation, and to attaining the goal of economic literacy." He goes on to state that quality depends upon "the clarity of curriculum goals, teachers' knowledge and understanding of the potentials of economic education for broadening students' understanding of the real world, and the extent to which the experiences provided are attentive to student diversity." The articles collected in the bulletin focus on the topics implied in these two statements.

The first substantive chapter in the bulletin is "Developing Decision-Making Ability Through the Use of Economic Content." The skills involved in making decisions are defined, and some classroom examples of economics lessons which develop those skills are presented. This chapter is followed by discussion of the Developmental Economic Education Program--or DEEP model--for achieving curriculum change. The six stages in the model are briefly described, and strategies for introducing and implementing change are suggested.

The next chapter examines use of the community as a resource for helping teachers focus economic instruction on students' everyday experiences. Seven units at various grade levels are briefly described. The following chapter covers evaluation of student learning, presenting rationales for use of standardized and teacher-made tests in economic terms. Standardized tests are viewed as appropriate in situations where economics education is justified as an investment good, while teacher-made tests are seen as fitting when economics education is held to be a consumer good. A few suggestions for designing and using tests are presented.

Teacher education is the topic of the next chapter in the bulletin. Alternatives to the "structure-of-the-discipline" approach to which most teachers are exposed in their preservice training are proposed, and guidelines for organizing economic education for teachers are presented. This discussion is followed by an examination of "Ideology and Economic Education," which covers how ideology is related to the study of economics and presents suggestions to help teachers become more competent in dealing with varying viewpoints.

The final substantive chapter in the book defines and briefly discusses eight problems in economic education. Examples include defining the purposes of economic education, preparing teachers for economic education, and sustaining support for economic education. An annotated bibliography of "'Must' Reading in Economic Education for Social Studies Educators" concludes the bulletin.

Between the chapters in the bulletin, the editor has placed quotations from economists, businesspersons, and educators, selected to show a "particular facet of the elusive definition of economic literacy." These quotations are designed to stimulate reflection and discussion as readers develop their own definitions.

Although the logic behind the organization of this publication is unclear, the articles do present a broad overview of numerous issues in the field of economic education at the precollege level. (LS)

58. EDUCATION FOR AGING: A TEACHER'S SOURCEBOOK

Author: Fran Pratt
Publisher: Teaching and Learning About Aging
Publication Date: 1981
Grade Level: K-12
Materials and Cost: Book, 3-ring notebook, 206 pp, $12.00 (also available from EDRS, ED 211 406, MF-$0.97 plus postage)
Subject Area: Aging

This teacher resource is designed to help teachers preparing to incorporate instruction about aging into their courses in biology, social studies, humanities, health, career education, and home economics. Rather than providing a curriculum guide or detailed lesson plans, the author has provided aids to help teachers develop their own instructional plans. These aids include background information to help teachers "become familiar with the body of existing knowledge about the subject," information about resources that can be used in the classroom, and such helps to planning as suggested activities and a discussion of appropriate goals and evaluation.

The bulk of the sourcebook is divided into seven chapters, each treating a particular topic related to aging. These chapters are "Growing Older: What Does It Mean?," which uses numerous case studies to illustrate its discussion of aging; "Attitudes About Aging," which focuses on attitudes of children and attitudes reflected in humor, the news media, and children's books and curriculum materials; "Aging in Other Times and Places," which presents information about comparative studies of aging; "Economics of Aging," which presents considerable statistical data about the economics of growing old; "Work and Retirement," which discusses reactions to retirement, as well as alternatives to inactivity; "Politics and Aging," which discusses political issues related to aging, the political influence of older citizens, and the political habits of older people; and "Longevity and the Future," which discusses the policy implications of the rising average age of members of our society.

Each chapter contains a review of current information about the topic, a list of myths and facts, three to seven suggested activities, a glossary of terms, and recommended readings. The suggested activities are varied; many suggest developing opportunities for students and older persons to interact through oral history interviews, panel discussions, and the like. Other activities involve students in analyzing their own and societal attitudes toward aging and older persons.

The sourcebook concludes with a bibliography that provides brief annotations of books, articles, curriculum materials, audiovisual programs, government publications, and a list of organizational resources.

Teacher Resources

This project has also developed a range of other resources for teaching about aging, including teaching units for students in elementary and secondary classrooms. (LS)

59. ELEMENTARY SOCIAL STUDIES: A SKILLS EMPHASIS

Author:	Richard A. Servey
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1981
Grade Level:	K-8
Materials and Cost:	Book, hardbound, 429 pp, $17.95
Subject Area:	Social studies teacher education

In the first paragraph of his book, the author defines the purpose of social studies in the elementary curriculum as "to habituate children in the ways that democratic persons follow as they cope with problems in their interrelated personal, social, and physical environments." To fulfill that purpose, teachers employ a wide variety of strategies and introduce a vast range of content. Regardless of the approach or content, however, Servey believes that the social studies program must focus on "the needs of children to learn, improve, and apply skills if the purpose for social studies is to be fulfilled." His book builds upon that belief.

The first chapter of the book provides a rationale for including social studies in the elementary curriculum and lists three arrays of skills critical to learning: interaction skills, inquiry skills (defining problems, exploring for solutions, finding information, organizing information, and analyzing information), and information-output skills (using ideas in deciding on solutions, generating new knowledge, and making decisions about issues). The second chapter describes methods of assessing the three categories of skills in order to provide baseline data for program planning.

Chapter 3, which focuses on values exploration, is based on the belief that students need to acquire skill in rationally analyzing values in order to understand those areas of the curriculum where the affective and cognitive domains overlap. The author also believes that values exploration will create a good classroom social climate and help students use social studies content to derive personal meaning.

Chapters 4, 5, and 6 focus on inquiry skills, information-seeking skills, and information-processing skills. Chapter 4 presents five models for using inquiry in elementary social studies: curiosity-stimulated inquiry, interest-stimulated inquiry, scientific inquiry, problem-stimulated inquiry, and concept-centered inquiry. Chapters 5 and 6 include many example activities for developing such skills as observing, listening, reading maps and globes, interviewing, integrating knowledge, applying knowledge, and generating new knowledge.

The next two chapters cover skills that are important but sometimes problematic in the social studies. Chapter 7 examines group-work skills, providing a rationale for group work and suggestions for building readiness, organizing for group work, and guiding group work. Chapter 8 focuses on developing students' ability to deal with controversial issues.

The subject of Chapter 9 is individualized instruction. Various approaches to individualized instruction are presented, along with a discussion of tools used in individualization. A brief section on special learners concludes the chapter.

Chapter 10 covers instructional planning, stressing constructing of daily lesson plans, use of the unit as a structure for planning, and writing ends and means objectives. The final chapter focuses on assessing student growth and communicating assessment results.

The text would be an excellent resource for inservice teachers as well as social studies methods students. The techniques for developing skills that Servey describes are applicable within almost any approach to the social studies. (LS)

60. FACING VALUE DECISIONS: RATIONALE-BUILDING FOR TEACHERS

Authors:	James P. Shaver and William Strong
Publisher:	Teachers College Press
Publication Date:	1982 (2nd ed.)
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 205 pp, $14.95
Subject Area:	Values education

Written for practicing and prospective teachers, K-12, this book is based on the belief that "rationality in valuing is good, and that value-related teaching decisions will be better if made through an open, rational process." In the first chapter, Shaver and Strong convincingly demonstrate that values and value implications are an inevitable part of interaction with students, both in and out of the classroom. Imagining that dealing with students can be value-free "allows unexamined assumptions and biases to influence our behavior, and the impacts on our students will often be detrimental to the objectives that we consciously seek."

To avoid these undesired effects, the authors urge teachers to examine their own frames of reference and develop a rationale for dealing with values. The rest of the book discusses issues that teachers should consider in developing such a rationale.

Chapter 2 provides a definition of the term "values," makes distinctions between values and value judgments, and describes categories of values. Because they believe that teachers are agents of the democratic society and must have a clear understanding of democracy in order to develop a rationale for values education, in chapter 3 Shaver and Strong take a look at the underlying values of our democracy. Chapter 4 covers two additional questions important in the rationale-building process: how much responsibility for students' learning teachers ought to accept and the teacher's role vis-a-vis parents and the community.

The effects of teachers' decisions about esthetic values and instrumental values (as reflected in classroom management practices) are the topics of Chapter 5. Chapter 6 focuses on moral values as goals of instruction. In chapter 7, the authors describe two common approaches to values education--values clarification and cognitive moral development--and critique the two from the standpoint of the approach they support: developing a continually evolving rationale for values education based on principles of a democratic society.

Each chapter ends with values exploration activities and vignettes drawn from all curriculum areas to help teachers apply the material presented in the chapter.

Shaver and Strong have produced a book that should be helpful to teachers who realize the need to take a more thoughtful approach to values. The book should be required reading for all those who call for the removal of values from education, a task that the authors indicate is impossible. (LS)

61. GLOBAL AWARENESS SERIES

Publisher:	Center for Teaching International Relations
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	6 books, paperbound, 157 to 247 pp, $7.95 to $19.95 or $87.00 for set (also available from EDRS, MF-$0.97 plus postage for each document)
Subject Area:	Global studies

CTIR's Global Awareness Series consists of six titles, two of which--Global Issues: Activities and Resources for the High School Teacher and Global Issues in the Intermediate Classroom--have been previously reviewed in the Data Book (see volumes 5 and 7). The four volumes reviewed here contain teacher-developed activities that can be used in grades K-12.

Teaching Global Awareness: An Approach for Grades 1-6 (ED 215 923) reflects the publisher's view that elementary school is an important place to nurture learning about people who live differently than we do and to develop skills in dealing with other people. The book's 26 activities, which can be used to supplement social studies, reading, language arts, and creative arts classes, are grouped according to four broad objectives for global awareness studies in the elementary grades: "(1) To learn to recognize the interconnection between one's own life, one's society, and major global concerns such as environment, population, resources, and human rights; (2) to develop an understanding of basic human commonalities while recognizing the importance of individual and cultural differences; (3) to develop an awareness of how perceptions, values, and priorities differ among various individuals, groups, and cultures, and (4) to develop the skills that will enable students to respond creatively to local, national, and international events and to participate effectively at those levels."

Teaching About the Consumer and the Global Marketplace (ED 214 840) contains 30 activities to help students explore "the connection between consumer interest and international events." The activities can be used as the basis for a six- to nine-week course or unit on consumer skills or can be integrated into courses in math, social studies, business, English, modern problems, and home economics. The book contains activities that can be used in grades 4-12, although most are applicable to grades 7-12. The four sections of activities are "Me as a Consumer," "The Government and the Consumer," "The Consumer: Past, Present, and Future," and "The Consumer and the World." The book also includes 25 activity cards which describe activities for students to conduct independently, generally outside of the classroom. Throughout the book, some activities focus generally on consumer skills or content, with little or no direct link drawn with global studies.

The third book, Teaching Global Awareness With Simulations and Games (ED 214 838), presents 19 games or activities that can be used with students in grades 6-12. The games focus on four global themes: inequality, development and technology, human rights, and basic needs. The games are presented in increasing order of complexity.

The 15 activities in Teaching Global Awareness Using the Media (ED 214 839) are designed to be used in a supplemental fashion "to create student interest in and awareness of the roles the media play in world affairs and the way in which the media affect our opinions." Separate sections of the book are devoted to print journalism, broadcast journalism, and advertising; opportunities for comparison of print and broadcast coverage of world news are provided.

The activities in all four books are presented in a consistent format. Each activity begins with a brief introduction describing the understanding or skills to be developed. This is followed by a listing of objectives, appropriate grade level, time required, materials need, and procedures. Follow-up activities and resources are provided when appropriate. Perforated black-line masters for all necessary handouts are bound into the back of each book.

The activities are varied. For example, in the elementary volume, students are involved in working with maps, creating time lines, analyzing cartoons, examining the food, jokes, and folk tales of other cultures, studying advertising and news reports, and analyzing statements to determine whether they reflect facts or opinions. Examples of games described in the book on simulations and games are a simulation of the international peanut trade, small-group conduct of constitutional conventions for various world nations, holding a conference of the Organization of African Unity, and simulating the making of foreign policy decisions based on information gathered by three competing intelligence agencies. The activities on the media involve students in assuming the roles of reporters, editors, television program directors, advertising executives, and market researchers. (LS)

62 HANDICAPISM AND EQUAL OPPORTUNITY: TEACHING ABOUT THE DISABLED IN SOCIAL STUDIES

Authors:	James P. Shaver and Charles K. Curtis
Publisher:	Foundation for Exceptional Children
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	Book, paperbound, 93 pp, $6.95 (also available from EDRS, ED 202 185, MF-$0.97 plus postage)
Subject Area:	Social studies

This publication is designed to help secondary teachers include instruction about the handicapped in existing social studies classes. As a study parallel to ethnic or women's studies, handicapped studies is viewed by the authors as being closely related to much of what is already taught in social studies--about stereotyping, prejudices, denial of civil rights to minorities, the effects of social norms on minority groups, and many other topics.

The first chapter in the book defines disabilities and handicaps, indicating ways in which disabilities become handicaps. The second chapter focuses on reasons for teaching about the handicapped in social studies, particularly emphasizing the link with citizenship education, which the authors believe is the central purpose of social studies.

The next four chapters provide suggestions for teachers to use in helping students understand the handicapped. The third chapter provides activities--primarily discussion activities--designed to help students understand stereotypes, prejudice, and their own attitudes. The fourth chapter focuses on simulation activities. Along with cautions on using simulations and questions for use in debriefing them, the chapter provides several ways of simulating visual impairments, hearing impairments, motor impairments, dwarfism, mental retardation, emotional disturbances, and learning disabilities. Role plays of encounters between handicapped and nonhandicapped persons are also included. The fifth chapter provides 15 projects students can undertake to learn more about various disabling conditions and the effects of handicapism. Examples are conducting research on specific handicaps, planning a date with a profiled disabled student, preparing a community directory of facilities for the disabled, and reading a book by or about a disabled person and converting scenes from the book into another dramatic form. Chapter 6 provides suggestions for using community resource persons in the classroom.

The seventh chapter examines the obligations of the nonhandicapped in working toward equal opportunity for the handicapped, with particular emphasis on accessibility, transportation, employment, and media coverage. Several checklists for evaluating services in these areas are provided.

The eighth chapter describes possible ways in which study of handicapism can be integrated into courses in anthropology, economics, government and civics, psychology, sociology, and U.S. and world history. General guidelines for analyzing textbooks with regard to their treatment of the handicapped are given. The ninth chapter focuses on public issues related to handicaps which must be addressed by citizens in order to eliminate handicaps. Examples include employment, education, health care, access to public facilities, and housing. A strategy for studying such issues is also outlined.

The final chapter focuses on assessing students' attitudes toward and understanding of the handicapped. The chapter includes a bank of factual (multiple-choice or true-false) and attitude (Likert) items regarding handicaps. Essay items and nonwritten assignments are also discussed briefly. The book concludes with a list of resource organizations and materials. (LS)

63. HOW TO DO IT SERIES 2

Authors: Various

Publisher: National Council for the Social Studies

Publication Date: Continuous

Grade Level: K-12

Materials and Cost: Series of pamphlets, 3-hole-punched, 8 pp, $1.50 each (also available from EDRS, MF-$0.97 plus postage for each document)

Subject Area: History, social studies

This series of irregularly published pamphlets, designed to be stored in a loose-leaf binder, provides practical guidance on a variety of topics related to social studies instruction. The three titles most recently added to the previous 12 pamphlets in the series cover use of computers, conducting family history projects, and using popular music in the social studies classroom.

B. Lee Cooper, the author of Popular Music in the Social Studies Classroom: Audio Resources for Teachers (ED 209 163), believes that popular songs should be examined in social studies classes because of the impact that contemporary songwriters have had on American culture. The first few pages of the booklet discuss what popular music is and why it should be examined. Journal articles offering stimulating and specific classroom strategies for introducing popular songs as social studies learning resources are listed. The remainder of the pamphlet outlines nine thematically organized units. The themes are black life in America, religious images, problems of youth, historical images, personal problems, women's liberation, technological change, social commentary, and future concerns. The pamphlet concludes with a selected discography.

Computers in the Social Studies Classroom (ED 209 165), by Richard A. Diem, is designed to introduce social studies teachers to computers and to suggest ideas for their potential application in social studies classrooms. The origins of the modern computer are described and computer terminology is defined. Also discussed are the major ways in which computers are currently being used in schools. The author discusses training teachers to use a computer, and instructional software for teachers is cited. A sample of how computers might be used in a social studies lesson is provided. The booklet ends with a discussion of what the future holds. The results of a national survey to assess the use of computers in elementary and secondary schools are also provided, as is a bibliography.

Family History: Coming Face-to-Face With the Past (ED 209 164), by Dennis J. Thavenet, contains tips to help elementary and secondary teachers teach family history. The author suggests that teachers begin by providing students with a checklist identifying the kinds of evidence usually available in a home and then asking them to reconstruct as much of a family biography as they can using these materials. To gather facts, students interview family members and investigate public records. Once students have collected the evidence, they explain developments in their families, analyze causes and effects of what happened, generalize about patterns that they find, and illustrate generalizations. The booklet describes how family history can be taught as a separate course, as part of U.S. or world history courses, or in multidisciplinary social studies classes. A wide range of teaching methods is described. The booklet concludes with lists of sources, resources, and references. (RM)

64. INTEGRATING CONSUMER AND ECONOMIC EDUCATION INTO THE SCHOOL CURRICULUM

Author:	Judith Staley Brenneke
Publisher:	Joint Council on Economic Education
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 48 pp, $1.00 (also available from EDRS, ED 212 521, MF-$0.97 plus postage)
Subject Area:	Consumer education, economics

This publication examines techniques for integrating consumer and economic education into the K-12 social studies curriculum. The intended audience includes school administrators, curriculum developers, and classroom teachers. The author reports that many practitioners have found that consumer education provides excellent material with which to develop the skills of economic analysis; students find relevance in applying economic concepts to consumer situations because they have already assumed the role of consumers. Consumer education also provides many opportunities to show how the public and private sectors allocate resources.

The publication has three major sections. The first presents a rationale for including consumer economics in the curriculum. Discussed are the role of economics in consumer education, the multigrade/multidisciplinary nature of consumer education, and the need to focus on concepts.

The second section presents a conceptual hierarchy for instruction in consumer economics. The hierarchy was developed by grouping the concepts in the JCEE's Framework for Teaching Economics into primary, intermediate, and advanced concept clusters. For example, markets, supply, and demand are placed in the primary cluster, competition and market structure in the intermediate cluster, and aggregate supply and productive capacity in the advanced cluster. An example of how the hierarchy would apply to a typical consumer unit on housing is provided.

The third section of the book contains a procedure by which consumer economics can be newly emphasized in an existing curriculum. Examined are procedures for planning for curriculum change as well as the process of curriculum development and change.

One lengthy appendix provides explanations of basic economic concepts. A second appendix describes the ranking procedure used to develop the conceptual hierarchy.

65. LEARNING THROUGH DRAMATICS: IDEAS FOR TEACHERS AND LIBRARIANS

Editors:	Nancy Hanks Brizendine and James L. Thomas
Publisher:	Oryx Press
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 242 pp, $18.50
Subject Area:	Career education, language arts, science, social studies

The editors of this collection of 34 previously published articles believe that activities involving dramatization can be used to enhance student learning across the curriculum. Among the benefits of dramatization cited by the editors are its provision of a "bridge of relevance to the curriculum" and its encouragement of "participation across possible communication barriers."

The collection is divided into seven sections. The first provides an overview of the use of dramatics in the classroom. The next four sections focus on particular curricular areas: language, vocabulary development, and reading; literature and theater; social studies and values clarification; and science and career education. The final two sections focus on use of creative dramatics with exceptional children and in libraries.

The section on social studies and values contains five articles. The first describes a five-step procedure for dramatizing historical events so that students will gain an understanding of "human motivations and feelings and better retain key facts and basic concepts." The five steps are identifying the event, exploring the characters, creating original background scenes, combining the scenes into a story connected with the event, and relating the event to contemporary times.

The second article describes two teachers' efforts to give history three dimensions by visiting schools in their district once a month, portraying two mystery guests from history. The program involves more than just donning costumes and visiting classes. The two teachers do extensive research, create stage props, and plan interest-stimulating publicity. Their principal arranges for substitutes to take their classes on the day each month when the visits are planned.

The third article in the section describes an outdoor simulation of the Lewis and Clark expedition. Detailed suggestions for follow-up activities in all areas of the curriculum are provided.

The final two articles in the section focus on moral development and values. The author of the first stresses the importance of peer interaction and enactment of moral judgments in enhancing students' moral development. The author of the final article describes a musical/dramatic production around the theme of being yourself.

While the articles in the social studies section are of most direct utility for social studies teachers, those interested in pursuing creative dramatics will find ideas that can be adapted for their use in other sections as well. (LS)

66. LOCAL HISTORY: A GUIDE FOR RESEARCH AND WRITING

Author: James Mahoney
Publisher: National Education Association
Publication Date: 1981
Grade Level: 5-12
Materials and Cost: Book, paperbound, 64 pp, $5.25 (also available from EDRS, ED 206 006, MF-$0.97 plus postage)
Subject Area: Local history

Mahoney was inspired to write this book on local history in the upper elementary and secondary classroom by his own classes' success in researching and writing a local history that sold 800 copies in a community of 600 people. He advocates the use of local history in state and U.S. history classes as a means of motivating student interest and participation, of personalizing an often abstract subject, and of developing thinking and research skills.

The book provides a broad overview of the entire process of conducting a local history project, from the decision to initiate such a project to postpublication activities that can be conducted in the classroom. Because the book is relatively brief, great detail is not provided, but teachers who read the book will get a very clear picture of the process involved in conducting a local history project, along with tips for maximizing the project's benefits.

Mahoney cites three important steps teachers must go through in starting a local history research project--setting goals, selecting topics, and determining the area and scope of the history. Methods for involving students in the latter two steps are described. This discussion is followed by a brief description of sources of historical information, including libraries, historical societies, records of local governing bodies, school records, business records, church records, newspapers and periodicals, personal papers, physical remains, cemeteries and genealogies, maps and atlases, and pictures and photographs. Also included is a fairly extensive discussion of the use of oral history.

Steps in organizing and evaluating the research are covered, as are details of writing and publishing the finished product. The author describes the various components which should be included in a book, the steps that must be completed after initial writing, considerations in selecting a printer, sources of financing for the printing, and marketing and pricing decisions.

The final two chapters in the book focus on methods of stimulating student participation in the project and related local history activities while the research is being done or after it has been completed. Sample activities include preparing slide-tape presentations, presenting local history plays, visiting cemeteries, holding a history fair, creating bulletin boards, and forming a junior historical society.

Appendices to the book include a useful outline for researching and writing local history, an outline for an interview, and a key sheet for transcribing interview tapes. A list of recommended readings concludes the publication. (LS)

67. MASTER CURRICULUM GUIDE IN ECONOMICS FOR THE NATION'S SCHOOLS. PART II: STRATEGIES FOR TEACHING ECONOMICS: JUNIOR HIGH SCHOOL LEVEL

Authors:	Ronald A. Banaszak and Elmer U. Clawson
Publisher:	Joint Council on Economic Education
Publication Date:	1981
Grade Level:	7-9
Materials and Cost:	Book, paperbound, 118 pp, $6.00 (also available from EDRS, ED 212 520, MF-$0.97 plus postage)
Subject Area:	Economics

This volume of the *Master Curriculum Guide in Economics* (see volumes 3, 4, and 6 of the *Data Book* for reviews of earlier volumes) is designed to "show how economics can be made a vital part of the curriculum and provide a starting point for teachers and school districts wishing to include economics in the junior high school curriculum." Because junior high school students are beginning to participate actively in the economy and take an interest in economic problems, the authors feel they need assistance in "correcting, organizing, and clarifying what is already in or on their minds." The overview, 10 lessons, and one complete economics unit that comprise this volume are intended to provide that assistance.

The lessons develop understanding of several economic concepts: scarcity; division of labor, efficiency, and interdependence; the consumer price index and price change; and economic growth. For each lesson, the authors provide a title, time required, list of major and related economic concepts dealt with in the activity, instructional objectives, a rationale, suggestions for courses in which the activity can be used, a list of materials needed, detailed procedures, and suggestions for assessing student learning. Black-line masters for student handouts are also provided.

Following the ten lessons is a complete economics unit organized around a case study of the U.S. shoe industry. The eight-lesson unit takes about two weeks to complete. Reading, discussion, and completion of worksheets are the teaching strategies used most in the unit. The unit can serve as a model for developing units based on local industries.

The book concludes with a bibliography and a glossary of economic terms which can be copied and distributed to students. (LS)

68. MULTICULTURAL EDUCATION IN A PLURALISTIC SOCIETY

Authors: Donna M. Gollnick and Philip C. Chinn
Publisher: C.V. Mosby Co. (National Accounts Dept.)
Publication Date: 1983
Grade Level: K-12
Materials and Cost: Book, paperbound, 346 pp, $12.95
Subject Area: Multicultural education

Teachers in today's schools are often faced with classes comprised of students having widely diverse backgrounds and abilities. Given the pluralistic nature of American society and the mobility of the population, even those students being educated in fairly homogeneous classrooms will in the future need the ability to deal with diverse peoples. Thus, Gollnick and Chinn have prepared this text to help educators develop a multicultural approach to education. Such an approach requires that teachers understand "the cultural strengths brought to class by students from diverse cultural backgrounds" and use "these cultural advantages to develop effective instructional strategies." The goal of such an approach, simply put, is to help each child reach his/her potential.

The book opens with an examination of the concept of culture, stressing the importance of teachers' understanding their own cultural background and that of their students. The following seven chapters examine microcultures based on ethnicity, religion, language, socioeconomic status, sex and gender, age, and exceptionality. Each of these seven chapters examines the various microcultures within the category in some detail and then discusses implications for education.

The final chapter of the book focuses on ways in which a multicultural element can be introduced into a school. Four areas in which the philosophy of multicultural education can be applied are examined. These are (1) selecting and using textbooks and other instructional materials, (2) planning curriculum and instruction, (3) individual teacher behaviors, and (4) establishing a general school climate.

Each chapter concludes with an annotated list of suggested readings. These readings have been compiled and augmented in the general list of "Resources for Multiculturalizing the Curriculum" that concludes the book.

This resource will be useful in sensitizing pre- and inservice teachers to a variety of issues that they likely think about only when problems arise in the classroom. This increased awareness of cultural differences is an important first step in developing the overall multicultural education program called for by Gollnick and Chinn. (LS)

69. PRACTICAL TECHNIQUES FOR TEACHING HISTORY

Author: Myra Hayes Severance
Publisher: Silver Burdett Co.
Publication Date: 1981
Grade Level: 7-9
Materials and Cost: Book, paperbound, 280 pp, $8.06
Subject Area: U.S. history

This book provides a detailed description of the eighth-grade U.S. history course offered by the author, a teacher of 35 years. In the book's opening chapter, Severance sets forth her rather traditional philosophy; she supports the back-to-basics movement, chronological, text-based instruction in U.S. history, emphasis on discipline, and teacher structuring of all coursework. She views such "progressive programs" as values clarification with some trepidation. While some readers may disagree strongly with this philosophy and may in fact be put off by its rather aggressive intrusion into the first-person narrative used throughout the book, they will find "practical and workable teaching techniques, as well as specific and detailed projects and programs" applicable in any U.S. history class.

The book's second chapter, "Hints, Tips, and Techniques," is a potpourri of ideas for organizing and managing a U.S. history course. Particularly useful to new teachers will be the tips for working with substitute teachers, which include a copy of the detailed instructions the author prepares for substitutes at the beginning of the school year. The following chapter discusses use of handouts to develop vocabulary, as study sheets, to develop study and map-reading skills, and as organizers for such activities as small-group discussions and simulations. Many examples are provided. In chapter 4, the author presents her views on "Grading and Testing." While the treatment is brief, beginning teachers may find some useful suggestions here.

The next four chapters of the book are perhaps the most useful, presenting detailed teaching strategies and units. The first of these chapters presents six assignments that can be used to tie the study of current events to the students' examination of U.S. history. The second provides detailed instructions for a five-day simulated debate in the U.S. Senate regarding the South's desire to secede from the nation. The third presents a complete individualized instruction unit for teaching abut the period from 1865 to 1900, and the fourth details a 21-day simulation designed to teach students about American life in the 1920s and 1930s.

The final chapter summarizes the author's viewpoint on planning objectives and curriculum; teacher dedication, motivation, and professionalism; use of resource people on the school staff; evaluation; and "basic" versus "progressive" education. (LS)

70. PREPARING TO TEACH ECONOMICS: APPROACHES AND RESOURCES

Authors:	Suzanne W. Helburn and James E. Davis
Publisher:	Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education
Publication Date:	1982 (rev. ed.)
Grade Level:	7-12
Materials and Cost:	Book, paperbound, 116 pp, $8.95 (also available from EDRS, ED 214 837, MF-$0.97 plus postage)
Subject Area:	Economics

This is a revised and significantly expanded edition of a monograph originally published in 1971. Because of current global and national problems, the authors state that "Learning economics is even more important today than it was ten years ago." They believe that economic instruction should teach students "to use powerful ideas, theories, methods of thinking, and ways of valuing." This edition of their book is designed to provide junior and senior high school teachers and curriculum planners with the tools needed to develop a course that will do those things.

The book opens with a discussion of economic organizers that are useful for secondary courses. The authors advocate consideration of economics as it relates to the physical world and society. They also support a global approach. Models as organizers are examined, with use of the ideal free-enterprise model coming in for considerable criticism. Using various methods of analysis as course organizers is also discussed.

The second section provides rationales for five approaches to economic education: free-enterprise education, consumer or personal economics, economics from a global perspective, economics as citizen education, and economics as a discipline. The section concludes with a 16-page discussion of current controversy in the discipline. The authors believe that understanding this ferment will help teachers plan more-effective curricula.

Sections 3 and 4 present aids for teaching. Section 3 describes various methods of structuring instruction while section 4 provides general guidelines for teaching economics, a discussion of group process techniques, and a number of specific teaching strategies.

The final three sections of the book are particularly helpful, presenting lists of resources in three categories: curriculum and personal library resources, organizational and periodical resources, and resources in the ERIC system. (LS)

71. PROJECT SPAN REPORTS

Developers:	Project SPAN staff and consultants
Publisher:	Social Science Education Consortium, Inc.
Publication Date:	1981-1982
Grade Level:	K-12
Materials and Cost:	5 books, paperbound, 86 to 326 pp, $7.95 to $18.95 each or $49.50 for set (also available from EDRS, MF-$0.97 plus postage for each document)
Subject Area:	Social studies

The National Science Foundation funded Project SPAN (Social Studies Priorities, Practices, and Needs) to assess the current state of social studies/social science education, identify needs in the field, and recommend actions and directions for the future. The project staff and the more than one dozen outside consultants and professional associates who worked on the project have produced a series of five reports containing comprehensive information about social studies education. The reports cover such aspects of current education in social studies as curriculum materials and organization, instructional practices, and the status of rationales, goals, and objectives, but they also examine how social studies education has reached the current state described and present alternatives for the future.

The Future of Social Studies: A Report and Summary of Project SPAN (ED 218 200) opens with a summary of the project's work and then presents the staff and consultants' outline of six basic problems facing social studies in the 1980s. Desired states to which professionals in the field might aspire are suggested, and recommendations for achieving those desired states are directed to teachers, supervisors, principals, administrators, curriculum developers, school boards, publishers, teacher educators, researchers, and funding agencies.

The Current State of Social Studies: A Report of Project SPAN (ED 218 199) contains reviews and analyses of the status of social studies rationales, goals, and objectives; curriculum organization and materials; teachers; and teaching practices. An essay on barriers to change in social studies education concludes the book. Contributors are Lee Anderson, Mary Vann Eslinger, Verna Fancett, John Haas, Sharryl Hawke, James Lengel, Irving Morrissett, John Patrick, and Douglas Superka.

In Social Studies Reform: 1880-1980 (ED 211 429), Hazel Whitman Hertzberg chronicles the periodic national reform movements that have occurred in the social studies field, identifies their proponents, and describes their efforts. This unique and cogent history is interesting--and important--reading for anyone concerned about where social studies has been and where it is going.

Douglas Superka and Sharryl Hawke present an extensive rationale for a new means of organizing a social studies curriculum in Social Roles: A Focus for Social Studies in the 1980s (ED 218 201). They propose using the roles of citizen, worker, consumer, family member, friend, member of social group, and "self" as the basis for organizing the curriculum. The seven roles are described in detail, and suggestions are offered for fitting them into existing programs or constructing an entirely new curriculum around social roles.

Working Papers from Project SPAN (ED 218 202) is a collection of papers developed during the course of the project but not incorporated, or not fully incorporated, into the other project reports. Among the topics addressed are evaluation, student learning and attitudes, change processes, and influences on social studies programs. A complete bibliography of sources used by the project staff and consultants is included. (LS)

72. READING IN THE SOCIAL STUDIES CLASSROOM

Authors:	Terry L. Bullock and Karl D. Hesse
Publisher:	National Education Association
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 64 pp, $6.95 (also available from EDRS, ED 206 555, MF-$0.97 plus postage)
Subject Area:	Reading, social studies

Believing that reading is an "integral part of every content area curriculum," Bullock and Hesse have prepared a book that focuses on reading instruction techniques appropriate to social studies classes and on classroom behaviors of students and teachers. The aim is to "help teachers develop a unified strategy for teaching students how to read their social studies text with fluency and efficiency."

The book opens with a discussion of issues related to reading in the social studies. Problems which teachers may encounter in the classroom are students' lack of motivation caused by their perception of social studies materials as dull, characteristics of texts which make them difficult to read (high or variable readability level, conceptual load, diverse illustrations which students do not have the skills required to interpret, format that discourages reading, and lack of portability), and differences in skills and exposure to social studies content among the students.

The remainder of the book addresses possible solutions to these problems. One chapter focuses on "Assessment and Getting Ready to Read." Three methods of informally assessing students' reading skills are briefly described; these methods are the cloze procedure, informal reading inventories, and teacher observations. A brief description of ways to assess text materials is also presented. Finally, the chapter presents guidelines for teachers to use in setting the stage for reading. They involve reviewing study skills, familiarizing students with important concepts and key words, and providing background information to stimulate student interest.

The next chapter examines "Active Reading Behaviors," which the authors feel are the key to teaching reading in the social studies. Rather than focusing on skills, thus drawing attention away from the social studies content which is the real object of the lesson, teachers should attend to behaviors that "are palpable and observable proofs of reading comprehension." For each of these behaviors--paraphrasing, preparing summaries, making predictions, asking questions, constructing diagrams, identifying unknown words, and varying reading rates--the authors provide a definition, a rationale for teaching the behavior, techniques for developing the behavior, and some cautions with regard to the behavior's use.

The final chapter in the book addresses "Issues in Implementation." Issues covered are mainstreaming, the social studies teacher's place in the reading program, and accountability. The discussion of each issue is presented in four sections. A brief overview of the issue is given, followed by a "typical" teacher's statement regarding it. Next is an interpretation of what the typical statement actually means. Finally, the authors present strategies for dealing with the issue and teachers' feelings about it.

Appendices to the book include an example cloze test, the Fry readability graph, and an instrument designed to assess content area teachers' perceptions of their own qualifications to teach reading. A brief bibliography concludes the book. (LS)

73. ROLE PLAYING IN THE CURRICULUM

Authors:	Fannie R. Shaftel and George Shaftel
Publisher:	Prentice-Hall, Inc.
Publication Date:	1982 (2nd ed.)
Grade Level:	K-12
Materials and Cost:	Book, hardbound, 380 pp, $18.95
Subject Area:	Social studies teacher education

To educate students to cope with complex problems, the authors of Role Playing in the Curriculum believe that "Teachers need to establish real communication with children and teenagers. They must win recognition as persons who care about the concerns of their students." Because role playing lets teachers use students' experiences as resources, promotes development of problem-solving skills, and allows affective and cognitive aspects of a problem to be considered in a nonjudgmental way, the authors believe it is an effective tool for developing communication and trust.

In this second edition of their book on role playing, the Shaftels have expanded their focus from use of role playing in citizenship education and intergroup relations to application in other areas of the curriculum as well, particularly history, language arts, and guidance. The book is divided into three major sections. The first, "Theory and Methodology," begins by presenting a rationale for the use of role playing. Specific purposes that role playing can fulfill in citizenship education (e.g., to develop sensitivity to others, to learn more about subcultures, to explore core values of U.S. culture, to clarify values, to teach problem-solving skills) and guidance (e.g., to diagnose sources of tension among students, to help students feel better about themselves, to help students understand a troubled friend, to improve the emotional climate of the classroom) are described in some detail. Eight steps in the role-playing process are described, and suggestions for creating a supportive classroom climate and implementing the steps are given.

The second section of the book, "Preparing Teachers to Lead Role Playing," focuses on providing experiential training for teachers in the use of role-playing techniques. Along with a discussion of how to organize training and difficulties that may be encountered, the authors provide ten dilemma stories for use in developing teachers' skills in role playing. Eleven brief situations for use in inservice or preservice teacher-training classes are also given; these focus on handling situations that may arise in teaching, rather than in using the techniques of role playing with students.

The last section of the book, "Curriculum Materials for Role Playing," presents more than 70 story dilemmas--some several pages in length--for use in a variety of classroom situations. The section is divided into chapters focusing on moral development, social studies, interpersonal and group relations, guidance, and language arts. Each chapter contains not only story dilemmas but discussion of additional strategies as well.

An appendix briefly describes use of visual materials in role playing. (LS)

74. SOCIAL STUDIES IN ELEMENTARY EDUCATION

Author:	John Jarolimek
Publisher:	Macmillan Publishing Co.
Publication Date:	1982 (6th ed.)
Grade Level:	K-6
Materials and Cost:	Book, hardbound, 383 pp, $21.95
Subject Area:	Social studies teacher education

This sixth edition of Jarolimek's elementary social studies methods text provides a thorough introduction to the field for preservice teachers, as well as much material that could serve as a welcome refresher for practicing teachers. While the author opens the first chapter with a litany of statistics about violent and other antisocial behavior among adolescents, stressing the need for social education to combat these problems, the program he describes in the succeeding chapters is not a narrow one. Teachers with widely varying philosophies about the purpose of social studies would find the material helpful.

The book is divided into four major sections. The first, "Planning for Teaching," opens with a general orientation to the social studies curriculum. This is followed by chapters on planning (at both the unit and lesson level), teaching techniques and strategies, selecting resources (print, nonprint, and human), and individualizing instruction.

The second section focuses on "Sources of Content." The first chapter in this section focuses on how the social science disciplines contribute to social studies. Discussed are geography, history, economics, political science, sociology, and anthropology; psychology is omitted. The second chapter focuses on six special topics that Jarolimek has identified as "emerging priorities for social studies education." These topics are energy and environmental education, the world of work, law-related education, multiethnic education and ethnic heritage studies, studies in sex equity, and global education. The final chapter in this section focuses on how to teach current affairs.

Section 3 focuses on teaching "Processes and Skills." Chapters in this section are titled "Reading to Learn in Social Studies," "Space and Time Dimensions of Social Studies," "Maps, Globes, and Graphics," "Skills for Group Interaction," and "Pupil Involvement Through Activities, Expressive Experiences, and Social Action." Throughout these chapters, guidelines for using various types of activities are suggested, along with examples of their successful use. For example, in a section on "Organizing Subgroups for Social Studies Instruction," Jarolimek presents a two-page discussion of problems and advantages of using small groups, followed by ten specific suggestions for organizing small groups and an example of a small-group task assigned by a teacher in a career awareness study. This is followed by a section on teaching students group process skills.

The final section of the book focuses on evaluation. Discussed are teacher-made and standardized tests and such informal means of evaluation as checklists, sociometric devices, anecdotal records, diaries and logs, and work samples. The discussion is basically an overview of these evaluation techniques; little or no guidance on constructing and using instruments is given. (LS)

75. TEACHING MAP AND GLOBE SKILLS

Author: Elizabeth L. Hovinen
Publisher: Rand McNally and Co.
Publication Date: 1982
Grade Level: K-12
Materials and Cost: Book, contact publisher for information
Subject Area: Geography

This revision of the standard *Rand McNally Handbook of Map and Globe Usage* provides a great deal of information about maps, map-reading, map-making, and teaching about maps. The handbook is divided into four major sections. The first presents a developmental program of map and globe skills for the grade clusters K-2, 3-4, 4-6, and 6-12. For each cluster, the following are provided: suggestions on the types of maps and globes appropriate for that age group, a listing of learning goals, and a potpourri of teaching activities designed to achieve those goals.

The second section of the book focuses on helping students learn to use special-purpose maps ranging from the simplest pictorial map to the most complex topographic map. The third section covers map-making, presenting activities to help students understand the basic principles of cartography.

The final section of the book presents suggestions for helping children with special needs learn to use maps to the maximum extent possible given their particular disabilities. The appendix to the book is also very useful, providing tips on selection, use, and care of maps.

The book concludes with a glossary of terms, a glossary of foreign map terms, lists of references for teachers and students, and a list of sources of materials. Although the book makes frequent references to maps and globes produced by Rand McNally, the editor acknowledges that other products could be used just as effectively. (LS)

76. UNESCO HANDBOOK FOR THE TEACHING OF SOCIAL STUDIES

Editor:	Howard D. Mehlinger
Publisher:	United Nations Education, Scientific and Cultural Organization and Croom Helm Ltd.
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 409 pp, $19.75
Subject Area:	Social studies

The UNESCO Handbook for the Teaching of Social Studies was developed in response to a recommendation made by the International Meeting of Experts on the Role of Social Studies in Education for Peace and Respect for Human Life, held in May 1976. The handbook was designed to "play a part in raising the standard of social studies teaching" and to "enlarge the contribution of this important school subject to the betterment of international understanding, cooperation, and peace."

The publishers believe that audiences for the book include pre- and inservice teachers, curriculum planners, supervisors, teacher educators, textbook authors and editors, government education officials, examination boards, and school administrators. The book focuses on classroom practice rather than content because content varies greatly from country to country.

Articles were written by 24 authors from around the world and drafts were circulated to nearly 100 specialists and institutions for comments. The resulting 11 chapters have been organized into two major sections, the first rather theoretical, the second practical.

The five chapters in part 1, "Planning a Social Studies Programme," present a broad overview of social studies instruction around the world; discuss factors that influence social studies in all nations, with particular emphasis on the contributions of the academic disciplines to instruction; examine how integrated social studies differs from instruction in the social sciences, presenting suggestions for developing an interdisciplinary curriculum; discuss development of "a spirit of peace and mutual understanding among peoples" as a central purpose of social studies; and describe a model for effective curriculum planning, accompanied by two case studies.

The second part of the book, "Implementing a Social Studies Programme," contains six chapters aimed at teachers and teacher educators. These chapters present practical suggestions in the following areas: teaching concepts and generalizations; teaching essential skills; values/moral education; using and creating multimedia instructional materials; conducting diagnostic, formative, and summative evaluations; and improving social studies teacher education. The specific teaching suggestions provided throughout these chapters include activities drawn from many nations.

The book concludes with three appendices. The first is a list of English-language resources for teaching social studies. Included are periodicals, organizations, bibliographies, and sources of statistical data. The final two appendices present the report and recommendations of the May 1976 meeting mentioned above. English and French versions of the handbook are available. (LS)

77. WHERE DO I STAND?

Authors:	Elizabeth Cole and others
Publisher:	Pitman Learning, Inc.
Publication Date:	1982
Grade Level:	9-12
Materials and Cost:	Book, paperbound, 120 pp, $9.95
Subject Area:	Values education

Subtitled Challenges in the Social Studies, this resource presents 46 activities to help high school students "think through their values, and . . . learn to see connections between those values and what happens--in their neighborhoods and in remote places." The authors believe that this goal can be achieved through a series of steps: reflecting on personal values, testing our values against society's conception of a value, examining less-conscious aspects of values, experiencing how values conflict in society, and exploring how values relate to global issues.

The book provides activities to help students through these five steps. A variety of values-exploration approaches are used because the authors believe the combination of approaches will provide more depth of learning than any single approach. For example, activities in the first chapter, "Defining Personal Values," involve students in completing personal values inventories, writing essays, and whole-class and small-group discussions. In chapter 3, "Images, Values, and Realities," students brainstorm, analyze stereotypical language, explore values reflected in popular music and comic strips, and do free-association activities. Chapter 4, "Values in Conflict," presents a series of moral dilemmas.

The social/global issues used to illustrate how personal values are related to events in the "real" world include salaries paid to various types of workers, use of natural resources, the national budget, causes of war, and rights of the handicapped. The last chapter examines the problems of world hunger and poverty in some detail.

For each activity, easy-to-understand directions and black-line masters for student handouts are provided. A list of resources is also included. (LS)

78. WRITING IN ELEMENTARY SCHOOL SOCIAL STUDIES

Editors:	Barry K. Beyer and Robert Gilstrap
Publisher:	Social Science Education Consortium, Inc. and ERIC Clearinghouse for Social Studies/Social Science Education
Publication Date:	1982
Grade Level:	K-6
Materials and Cost:	Book, paperbound, 216 pp, $10.95 (also available from EDRS, ED 213 631, MF-$0.97 plus postage)
Subject Area:	Language arts, social studies

Beyer and Gilstrap believe that while recent research has provided considerable information about how children write and how they can be taught to improve their writing, little of this information has reached classroom teachers, curriculum planners, or textbook authors. They have therefore compiled this collection to close this "communication gap" and help teachers make more effective use of writing as an instructional tool and achieve the goal of improving their students' writing skills. The editors cite four primary reasons for incorporating writing into social studies instruction: (1) writing can be a tool to help students learn social studies content, (2) providing opportunities to write in various contexts will help students refine and extend their writing skills, (3) writing is a social act and is thus intrinsically related to social studies, which has to do with the skills and knowledge of social interaction, and (4) writing is "thinking in action" and therefore involves numerous cognitive skills, including many of those commonly targeted in social studies instruction.

To help elementary teachers incorporate writing in their social studies programs, the editors have compiled 20 articles. The authors include educational researchers, teacher educators, principals, and curriculum specialists, but the majority are elementary school teachers.

The articles are organized into four sections. The first, "Research on the Teaching of Writing," is designed to "alert teachers to the kinds and amount of research that exists on children's writing." The list of related resources in the ERIC system which concludes the book can be used by teachers who wish to delve further into the research. The second article in this section details a search made by editor Gilstrap to find out how writing is being used in elementary social studies programs. Many of the other articles in the book were written by teachers identified in Gilstrap's search. The final article in this section, "Literacy and Community in the Classroom: A Case Study of Betterburg," describes a successful writing/social studies program in a second-grade classroom in which students and teacher have created a town.

The second and third sections of the book contain 14 articles describing classroom practices teachers have employed in "Developing Readiness for Writing" and "Using Writing to Learn Social Studies Content." The articles cover such topics as creating a classroom climate that supports writing, providing opportunities for students to practice writing and to see others write, techniques for helping students pick topics to write about, and methods of conveying specific social studies content through writing activities. The activities described are varied and include such things as having students write "autobiographies" to develop a real sense of what slavery was like, conducting a mock trial of Socrates in order to learn about democracy, using a word cache to develop social studies vocabulary, writing letters to public figures, and writing poetry in state studies classes. The articles are generally written as first-person narratives and include many examples of student writing--sometimes amusing, sometimes moving, and often impressive in the emotion and effort that clearly went into their composition.

The final section of the book contains three articles setting forth guidelines for schools to employ in their efforts toward "Combining Writing with Social Studies." The first outlines nine criteria for a sound lesson, drawing examples from writing lessons in the social studies. The second describes three keys to successful integration of writing and social studies--a detailed curriculum guide, inservice teacher training, and cooperative teacher/administrator assessment procedures. The final article points out three essential features of a combined program--sequential development of specific writing skills, careful integration of writing with social studies instruction, and provision for direct skill instruction throughout the program. (LS)

ANALYSES OF ERIC DOCUMENTS

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99	Teaching With Historical Records	173
100	Touching, Living, Growing . . . Elementary Social Studies and Handbook for Secondary Social Studies Educators	174
101	Vermont Elementary Law-Related Education Guide, 1981	175

79. CANADIAN STUDIES: A SYLLABUS

ED 202 785

Publisher:	New York State Education Department and State University of New York, Plattsburgh
Publication Date:	1981
Grade Level:	10-12
Materials and Cost:	53 pp; EDRS price: MF-$0.97/PC-$5.65, plus postage
Subject Area:	Area studies

This guide is intended to help senior high school social studies teachers develop elective courses on Canadian history, culture, and economic life. It contains five modules: "Regionalism," "The French Fact," "The Cultural Mosaic," "Canadian Identity," and "Canada in World Affairs." For each module, concepts to be developed and understandings to be reached by students are presented. A sample activity is also provided for each module. For example, in the second module, four concepts are to be developed--biculturalism, bilingualism, self-identity, and sovereignty. Six understandings are outlined. One is the fact that "the existence of French Canada has added a unique dimension to Canadian culture and identity." To develop this understanding it is suggested that students do an in-depth study of Canadian literature, magazines, newspapers, and television. Questions which students can pursue to develop this understanding are then listed; for example, students are asked "to what extent have French-Canadian artists, writers, and performers achieved recognition and/or success in English-speaking Canada?" The activity for this module involves students in analyzing quotations concerning bilingualism and biculturalism in Canada. Students also write letters of advice to those who support sovereignty and to the Prime Minister, who is seeking to hold Canada together. Throughout the guide teachers are referred to additional sources of information. (RM)

80. GLOBAL EDUCATION CURRICULUM HANDBOOK: SOCIAL STUDIES

ED 212 519

Publisher:	Livonia (Michigan) Public Schools
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	47 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Global studies

This handbook outlines three courses with a global approach that have been implemented in the Livonia Public Schools. The first course focuses on world history, exploring the chronological development of humans and civilization, with emphasis on global interdependence and its many facets. The second course deals with U.S. history, examining how the merger of diverse people and cultures affected the change from a traditional society to a modern society. This unit also emphasizes our political, economic, and social interdependence with traditional and modern societies in other parts of the world. The third course focuses on specific global issues of the teacher's choosing. Provided for each course are a brief description, general objectives, suggested materials, and sample activities. The many and varied activities involve students in reading and discussing literature, making outlines, conducting research, listening to guest speakers, taking field trips, and constructing maps. (RM)

81. GLOBAL PERSPECTIVE, A: TEACHING ABOUT THE UNITED NATIONS

ED 206 534

Publisher:	United Nations Association of the United States and National Education Association
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	45 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Current events, global studies

This guide is intended as an aid to social studies teachers in developing and implementing educational programs on the United Nations. The objective is to help counteract the scarcity of teaching materials on the United Nations and its agencies. The guide is presented in four sections. The first deals with students' preconceptions about the United Nations and the media's role in shaping those perceptions. It provides an overview of two important concepts--interdependence and development. The second section covers the United Nations' purpose as stated in its charter, its organizational structure, and substantive issues on the U.N. agenda. The third section offers an historical perspective on the organization. The fourth section presents an outline which students can follow in conducting case studies of the work of the United Nations in particular countries. Appendices include rules for a global energy game, the agenda of the General Assembly, and a listing of U.N. conferences and special sessions. Within each section, information is organized in an expanded outline format. Outline headings vary slightly from section to section but generally include background, overview, discussion questions, activities, vocabulary, and a summary. The activities are varied, ranging from analyzing selected readings related to the United Nations to administering questionnaires to classmates, collecting and analyzing news clippings, keeping daily accounts reflecting how and when world events affect daily life, playing educational games, and doing research projects. (DB)

82. GUIDE TO CURRICULUM DEVELOPMENT IN SOCIAL STUDIES, A

ED 214 849

Publisher:	Connecticut State Board of Education
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	114 pp; EDRS price: MF-$0.97/PC-$9.15, plus postage (PC also available outside Connecticut from Social Science Education Consortium, $8.95)
Subject Area:	Social studies

This guide presents a framework and offers alternatives for developing a logical and consistent K-12 social studies scope and sequence. Although written for Connecticut educators, the guide can be used by educators in any state. The first of the guide's nine sections contains a definition of social studies. Section 2 deals with the curriculum development process and includes a discussion of needs identification, school and community relationships, implementation, and evaluation. Rationale and goals are discussed in the third section. Section 4 deals with the content of the social studies. Discussed are the social science disciplines, skills, and values. Curriculum patterns and construction of scope and sequence are the topics of section 5. The following section examines instructional techniques, including lecture, directed discussion, case studies, games and simulations, and independent study. Selecting instructional materials is dealt with in section 7. Evaluation and implementation of the guide are the topics of the final two sections. Included in the appendices are such items as the names and addresses of professional organizations that can provide assistance to social studies curriculum developers, policy statements concerning teaching about controversial issues, sample history objectives, and affective teaching models. (RM)

83. HISTORY-SOCIAL SCIENCE FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS: KINDERGARTEN THROUGH GRADE 12

ED 213 626

Editor:	Theodore Smith
Publisher:	California State Department of Education
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	62 pp; EDRS price: MF-$0.97 plus postage (PC available only from publisher, $2.25)
Subject Area:	Social studies

This revised history/social science framework for grades K-12 is designed to be used as the basis for curriculum development at the local level in California, but can be used by teachers, curriculum specialists, school administrators, and local boards in other states as well. According to the framework, the central purpose of history/social science education is to prepare students to be humane, rational, understanding, and participating citizens in a diverse society and an increasingly interdependent world. The first two sections of the framework describe the philosophy and major emphases of the framework. Section 3 includes knowledge, skills, values, and social participation goals. The fourth section indicates the content or areas of study recommended for each grade level. In the fifth section, basic concepts are defined for anthropology, economics, geography, history, political science, psychology, sociology, and the humanities. A list of references is included along with criteria for evaluating instructional materials, excerpts from the California Education Code, and the antidogmatism policy of the California state board of education. (RM)

84. HUMAN RIGHTS: DESCRIPTIONS OF CLASSROOM ACTIVITIES

ED 202 779

Author: Judith Torney-Purta
Publication Date: 1981
Grade Level: K-12
Materials and Cost: 42 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area: Social studies

This document, to be published as a chapter in a forthcoming book from UNESCO, presents 27 classroom activities to help elementary and secondary students learn about human rights. The three major objectives of human rights education are (1) to foster the attitudes of tolerance, respect, and solidarity inherent in human rights, (2) to provide knowledge about human rights--in both their national and international dimensions--and the institutions established for their implementation, and (3) to develop awareness of the ways in which human rights can be translated into social and political reality at both the national and international levels. A majority of the activities are most suitable for use by teachers who are comfortable engaging students in open discussions, but many can also be adapted for use in more-structured situations. The activities are grouped into three categories: basic human rights concepts, organizations and procedures that protect human rights, and specific situations and ways in which human rights are violated. Students are involved in such activities as studying the Universal Declaration of Human Rights, identifying human needs and human rights themes in short stories and novels, and identifying themes concerning human rights and oppression in historical periods. (RM)

85. IMPROVING VOTING IN OHIO THROUGH EDUCATION: A VOTER EDUCATION PROGRAM FOR ELEMENTARY GRADES

ED 206 542

Authors: Anthony J. Celebrezze, Jr. and Franklin Walter

Publisher: Ohio Department of State

Publication Date: 1981

Grade Level: K-6

Materials and Cost: 132 pp; EDRS price: MF-$0.97/PC-$10.90, plus postage (PC also available from publisher, free)

Subject Area: Citizenship education, civics

This resource booklet contains activities for elementary teachers who want their students to learn about voting and the election process. The first portion of the book contains suggestions for conducting elections at different grade levels. All of the elections involve real choices that affect students (e.g., choice of ice cream flavor or other treat for a class party, destination for a class outing). Part of the lesson to be learned is that voting is something students should do because the results affect their lives. The second and third parts of the book contain many activities that can be used in connection with the elections. Teachers are expected to choose and combine the activities that are most appropriate for their students. Example activities include listening to and discussing stories which demonstrate voting as choosing; making campaign posters, buttons, and slogans; drafting a letter about a candidate; debating; building a voting booth; and doing crossword puzzles. Masters for all student materials are included. (RM)

86. INQUIRY PROCESS AND MUSEUM FIELD TRIPS, THE: A TECHNIQUE FOR THE CLASSROOM

ED 211 438

Authors: Robert L. DiBella and George E. Steele

Publication Date: 1981

Grade Level: K-12

Materials and Cost: 32 pp; EDRS price: MF-$0.97/PC-$14.40, plus postage

Subject Area: Social studies, U.S. history

This paper suggests model lessons that social studies teachers can use to integrate museum field-trip experiences into instruction. An inquiry approach is emphasized. The Ohio Historical Center and the Ohio Village in Columbus, Ohio, are used as example field trip sites. To illustrate the instructional activities, the authors selected the concepts of work, leisure, change, progress, and industrialization. The first lesson helps students develop and define the concepts of work and leisure. In the second lesson, students evaluate various personal activities with respect to their stated definitions and generate hypotheses concerning the factors which help categorize behaviors as work or leisure. The third lesson takes place at the field trip site, where the students evaluate various 19th-century activities portrayed in Currier and Ives prints as work or leisure. The fourth lesson involves another trip to the museum. This time students pick any ten items from the displays in the museum that they would like to have as their own. Back in class, they must describe each item, state a reason for their choice, place the items they have chosen in a historical context, state if each item still exists today as is or in a changed form, and hypothesize about what may have caused any changes. (RM)

87. KEEP--KENTUCKY'S ENERGY EDUCATION PROGRAM ACTIVITIES FOR THE CLASSROOM, K-6 AND 7-12

ED 211 378-379

Editors:	Nancy Stearns Theiss and others
Publisher:	Kentucky State Department of Education and Kentucky State Department of Energy
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	164 and 144 pp; EDRS price: MF-$0.97 plus postage each/PC-$12.65 and $10.90 plus postage, respectively
Subject Area:	Energy education

These two publications, developed for use in Kentucky schools but applicable elsewhere as well, contain a variety of multidisciplinary activities for teaching students about energy. The guide for grades K-6 contains 77 activities divided into three sections. The first introduces the topic by emphasizing human interaction with the environment. The second explores various types of energy sources. Students are encouraged to build and make workable models. The last section focuses on ways in which people waste energy and the need to conserve and share limited resources.

The secondary book contains 74 activities organized into four sections. Activities in the first help students understand energy by studying laws that govern energy flow and using examples of how these laws illustrate stable energy utilization systems as found in nature. The second section provides instructions for building various workable models to illustrate the feasibility of alternative energy sources. Activities in the third section explain energy at home and in the schools in terms of the laws of thermodynamics, characteristics of systems of equilibrium, and the effects of particular kinds of energy on population. Both local and global issues in the use of energy are addressed. The last section focuses on individual choices regarding lifestyle selections and their impact on the environment. (DC)

88. K PLUS EDUCATION IN AGING: A LITERATURE APPROACH TO TEACHING ABOUT AGING FOR GRADES K-3

ED 216 976

Author:	Eugene Sadoff
Publisher:	Trenton (New Jersey) Public Schools
Publication Date:	1982
Grade Level:	K-3
Materials and Cost:	62 pp; EDRS price: MF-$0.97 plus postage (PC available only from publisher, $3.25)
Subject Area:	Aging

This guide provides K-3 teachers with activities designed to sensitize students to the needs and concerns of older adults. Through this process, the author hopes that students will develop positive attitudes toward the entire aging process. The guide has four major sections, one for each grade level. Each activity revolves around a story book available from a commercial publisher. To increase student understanding of each book, the guide lists vocabulary and discussion questions that can be used in social studies, math, science, language arts, and art courses. (RM)

89. K-6 SOCIAL STUDIES PROGRAM

ED 216 969-975

Publisher:	New York State Education Department, Bureau of General Education Curriculum Development
Publication Date:	1982
Grade Level:	K-6
Materials and Cost:	74 to 113 pp; EDRS price: MF-$0.97 plus postage each/PC-$5.65 to $9.15 plus postage each; check RIE for prices on specific volumes
Subject Area:	Social studies

This series of seven guides provides frameworks to help K-6 teachers develop social studies programs suited to their students' needs. Each guide has two major sections: a teacher's notebook and a syllabus. The teacher's notebook elaborates on the key features of the program, suggesting relevant classroom applications. Discussed are concept and skill goals, student evaluation, linking literature to social studies, developing citizenship competency, and developing participation projects. A checklist for assessing classroom climate is also included. The syllabus for each grade level begins with an overview describing the major focus of the social studies program at that grade level. The focus at each grade level is as follows: self-awareness and social interaction skills (K); student roles as members of the family and the school community (1); communities in the United States (2); communities around the world (3); political institutions and historic development at the local, state, and national levels (4); geographic, economic, and social/cultural understandings related to the United States, Canada, and Latin America (5); and interdependence of all people, keying on Europe and the Middle East (6). The final portion of each syllabus includes course content, learning activities, skills and attitudes, evaluation procedures, and resource materials. (RM)

90. MEDIA LITERACY CURRICULUM GUIDE, GRADES 7-12

ED 211 973

Authors:	Rosa I. Bhakuni and others
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	49 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Communications, consumer education, social studies (skill development)

Written by participants in a summer workshop on media literacy, this guide is intended for use by teachers of students in grades 7-12. The main portion of the guide is composed of a unit of study dealing with manipulation in advertising. The unit contains four lessons covering the following areas: (1) advertising as manipulation, (2) the power of television commercials, (3) propaganda techniques used in media advertising, and (4) how advertisements persuade through words. For each lesson, the guide provides a statement of purpose, objectives, a list of materials needed, and activities. The remainder of the guide contains a list of goals for media literacy, a copy of a television viewing questionnaire, and outlines of several media projects. (FL)

91. 1980/1981 DECISION-MAKING CASEBOOK FOR BUSINESS AND ECONOMICS

ED 212 542

Editors:	Paul H. Tedesco and others
Publisher:	Northeastern University, Business History and Economic Life Program
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	47 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Economics

These teacher-developed case studies taken from the business world are presented to help secondary students develop an understanding of economics and the decision-making process. The studies describe real business situations, using accurate historical and current facts. Students must analyze the data and make business decisions. Teacher directions are provided for each of the 11 case studies. One case study, entitled "Making It in Ireland," focuses on a computer company's need to decide where to locate a new assembly plant--in the United States or abroad. Students learn the importance of profit in corporate decision making as well as some of the effects that government and corporations have on each other. Another case study asks students how they would handle the problem of wasted donuts at the Dunkin' Donut University; this case study is designed to help students recognize such aspects of business as cost, quality, and efficiency. (RM)

92. PROJECT TO IMPROVE SECONDARY SOCIAL STUDIES INSTRUCTION, A

ED 213 620

Author:	Joel Fink
Publisher:	Oakland County Schools (Pontiac, Michigan)
Publication Date:	1981
Grade Level:	7-12
Materials and Cost:	31 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Social studies, values education

The self-contained secondary social studies lessons in this publication are intended to help teachers improve instruction. Lessons are provided in three categories: social inquiry, ethical development, and civic competence. In the social inquiry lessons, students learn to describe and explain human behavior. In the ethical development lessons, students reason about what actions are morally right or wrong for an individual person. The focus of the civic competence lessons is the formulation of policy and law for the society as a whole. For each category, the author provides an introduction, sample topics and focus questions, and an explanation of the thinking skills emphasized in the lessons. For each thinking skill, exercises for practice are provided. Skills receiving major emphasis are formulating and testing hypotheses, giving reasons for value positions taken, identifying factual claims made in arguments, raising questions about the truth of factual claims, identifying undesirable consequences of policy positions, identifying value claims, raising conflicting values, and raising questions of consistency. (RM)

93. RESOURCE GUIDE FOR SEX EQUITY IN EDUCATION, A

ED 216 986

Author: Michael Moon
Publisher: New York State Education Department, Division of Intercultural Relations in Education
Publication Date: 1982
Grade Level: K-12
Materials and Cost: 25 pp; EDRS price: MF-$0.97/PC-$2.15, plus postage
Subject Area: Nonsexist education

This guide is intended to help local school districts identify resources for combating the adverse effects of sex bias and sex-role stereotyping in the existing curriculum. Included in the guide is a chronology of the contributions of selected American women who have been neglected in traditional sources. A brief guide to identifying bias and stereotyping in textbooks and curriculum materials is provided for use with more specific locally developed checklists. The publication concludes with a listing of resources to assist the classroom teacher with identifying nonsexist materials. (RM)

94. SOCIAL STUDIES IN OREGON SCHOOLS: A GUIDE TO DEVELOPING A COMPREHENSIVE PROGRAM FOR GRADES KINDERGARTEN THROUGH TWELVE and LEARNING ACTIVITIES FOR SOCIAL STUDIES IN OREGON SCHOOLS

ED 204 236-237

Authors: Herman A. Washington and Rose Marie Davis
Publisher: Oregon State Department of Education
Publication Date: 1981
Grade Level: K-12
Materials and Cost: 38 and 178 pp; EDRS price: MF-$0.97 plus postage each/PC-$3.90 and $14.40 plus postage, respectively
Subject Area: Social studies

Social Studies in Oregon Schools is a guide to help teachers and program specialists design a comprehensive K-12 social studies program using goal-based concepts and generalizations. Although written for use in Oregon, the guide can be used by educators in other states as well. The major section of the guide, "Pattern for Units and Courses," outlines concepts, generalizations, goals, and skills that should be taught at each grade level. A number of other helpful resources are also included. A sample purpose statement for social studies is provided, along with program goals which address both the cognitive and affective domains. Skills essential to the social studies program are defined. Learning Activities for Social Studies in Oregon Schools describes activities which will help students develop the concepts listed in the guide. The activities are organized by grade level and concept. Example concepts for grade 4 are energy resources and resource management. The activities are many and varied. Students critique films, develop wall charts, read books, take field trips, conduct role plays, and become involved in classroom discussions. (RM)

95. STUDENTS WHO ARE 18 OR SOON WILL BE: HELP THEM PREPARE TO EXERCISE THEIR RIGHT TO VOTE

ED 214 851

Author:	Howard Y. Thomas
Publisher:	South Carolina State Department of Education
Publication Date:	1982
Grade Level:	12
Materials and Cost:	28 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Citizenship education, civics

The background material and activities in this publication are designed to help prepare high school students to exercise their right to vote. Although written specifically for use in South Carolina, the publication can easily be adapted for use in other states. Examples of the kinds of materials and activities presented follow. One activity focuses on voting requirements for state and local elections. Regulations are listed and an application for registration is provided. Students set up mock registrations and arrange for a member of the county board of registration to come to the school and register all eligible students. Absentee voting is the topic of another activity. The last section of the publication urges students to take the time to prepare themselves to be responsible voters. Facts to discuss and discussion questions are presented, along with a variety of activities. Students are asked to interview local candidates, form a reelection organization for a candidate, set up a model legislature and introduce a bill addressing a problem they have researched, and write the inaugural address they would present if elected president. (RM)

96. TEACHER RESOURCE MANUAL FOR CIVICS

ED 210 207

Editor:	Melinda R. Smith
Publisher:	New Mexico State Department of Education and New Mexico Law-Related Education Project
Publication Date:	1981
Grade Level:	9

Materials and Cost: 191 pp; EDRS price: MF-$0.97/PC-$14.40, plus postage

Subject Area: Citizenship education, civics, legal education, U.S. government

The learning activities in this resource manual supplement three commonly taught units in the secondary civics curriculum: law, government, and consumer economics. Although geared toward ninth-grade students, the activities can generally be adapted for students at different skill levels. The activities are organized into three major sections: (1) law, including criminal law, juvenile law, individual rights, students' rights and responsibilities, and the court system; (2) governmental structure and the political process; and (3) consumer economics, including consumer awareness, consumer redress, and money. Each self-contained activity includes suggestions for where to use the activity in the curriculum and explanations of the procedures for using it. A variety of teaching strategies are used--brainstorming, opinion polls/surveys, role plays, simulations, case studies, mock trials, and field trips. (RM)

97. TEACHING CHILDREN TO CARE

ED 212 363

Editor: Dorothy Kobak

Publisher: Evansville University School of Education

Publication Date: 1981

Grade Level: K-12

Materials and Cost: 74 pp; EDRS price: MF-$0.97/PC-$5.65, plus postage

Subject Area: Affective education

This issue of the *Journal of Children and Youth* focuses upon caring and related issues. Learning to care is an educational process that includes dialogue periods, creativity techniques, and action projects. When the subject of caring is taught in the curriculum on a consistent basis, students have the chance to learn, develop, and practice the capacity for ethical concern, altruism, cooperation, and more. Students, educators, and parents have verified that lessons focusing on caring have improved individual mental health, family living, and friendships and have provided opportunities to contribute to humane involvement in societal issues such as peace, prejudice, and poverty. (MP)

98. TEACHING ECONOMICS IN THE ELEMENTARY GRADES and TEACHING ECONOMICS IN SECONDARY SOCIAL STUDIES COURSES

ED 206 559 and 211 430

Publisher: Texas Education Agency
Publication Date: 1981-1982
Grade Level: K-12
Materials and Cost: 144 and 122 pp; EDRS price: MF-$0.97 plus postage each/PC-$10.90 and $9.15 plus postage, respectively (PC also available from publisher, $2.00 each)
Subject Area: Economics

Teaching Economics in the Elementary Grades is designed to help elementary teachers incorporate economics, including free enterprise education, in their curricula. The developers hope that such instruction will help students acquire the economic skills and knowledge needed to make decisions as citizens. The publication is presented in three major parts. The first provides background information for teachers, including a brief summary of what economics is all about and an explanation of basic economic concepts. The second section contains suggested goals and objectives for economic instruction, along with a sampling of activities designed to introduce key economic ideas in a concrete manner. The final section contains additional activities designed to extend and enrich students' understanding of economics.

The secondary guide presents nine instructional units designed to teach basic economic concepts to secondary students. The units can stand alone and can be presented in any sequence, although they are arranged from less to more difficult. Topics of the units are: economic wants, productive resources, scarcity and choice, opportunity cost and trade-offs, economic incentives, specialization and the division of labor, interdependence, markets and supply and demand, and the price mechanism. (RM)

99. TEACHING WITH HISTORICAL RECORDS

ED 210 245

Author: Kathleen Roe
Publisher: New York State Education Department
Publication Date: 1981
Grade Level: K-12
Materials and Cost: 67 pp; EDRS price: MF-$0.97/PC-$5.65, plus postage
Subject Area: Local history, social studies

This manual is intended to help elementary and secondary teachers locate and use historical records in social studies and local history courses. The first section of the manual discusses educational objectives that can be met by using historical records. Locating and using historical records are the topics of the second section. Several bibliographic aids which identify repositories and their holdings are listed, and tips for using the repositories and for preparing records for classroom use are presented. The third section, which comprises the major portion of the manual, provides sample uses of the following historical records: personal papers, business records, local government records, maps, photographs, broadsides, and census records. A brief background reading on each of the records is provided for the teacher. This is followed by a self-contained activity, complete with discussion questions. Additional learning activities are also suggested. The manual concludes with suggestions for further reading. (RM)

100. TOUCHING, LIVING, GROWING . . . ELEMENTARY SOCIAL STUDIES and HANDBOOK FOR SECONDARY SOCIAL STUDIES EDUCATORS

ED 204 244 and 246

Authors:	Curtis Bailey and others
Publisher:	Oklahoma State Department of Education
Publication Date:	1981
Grade Level:	K-12
Materials and Cost:	182 pp and 131 pp; EDRS price: MF-$0.97 plus postage each/PC $14.40 and $10.90 plus postage, respectively
Subject Area:	Social studies

Touching, Living, Growing is a set of resource materials designed to help elementary teachers supplement or replace curriculum currently in use. Each of the seven sections in the document presents a topic for a grade: myself (K), my group (1), my neighborhood (2), my city (3), my state (4), my nation (5), and my world (6). Each section includes nine four-week instructional units that teachers can modify to meet local needs. The units begin with an outline of the suggested content and end with a bibliography of resources. Each unit also includes a primary generalization, objectives stated in the form of inquiry questions, and activities designed to teach concepts from the social and behavioral sciences, research skills, and social skills. The activities encourage participation in learning and integrate content and skills from other subject areas.

The Handbook for Secondary Social Studies Educators was developed as an aid to secondary educators interested in improving social studies education and helping students become responsible, participating citizens. The handbook begins with a discussion of teaching methods and briefly examines reasons for teaching middle-school social studies. The second and major section of the handbook is organized by courses taught in secondary schools in Oklahoma: economics, geography, government, social-education-related courses, state history, world history, and U.S. history. For each course, the following information is provided: rationale, course goals, course descriptions, objectives, suggested activities, and evaluation suggestions. The third section of the book contains scope and sequence models which can be used as reference points in examining social studies programs. The handbook concludes with bibliographies of professional organizations and teacher resources, a list of major social science concepts, a suggested policy on controversial issues, and a textbook evaluation form. Although both books were designed for use by teachers in Oklahoma, they can be used by educators in other states as well. (SR/RM)

101. VERMONT ELEMENTARY LAW-RELATED EDUCATION GUIDE, 1981

ED 211 396

Author: James G. Lengel and others
Publisher: Vermont State Department of Education
Publication Date: 1981
Grade Level: K-6
Materials and Cost: 72 pp; EDRS price: MF-$0.97 plus postage; PC not available from EDRS
Subject Area: Legal education

This guide is intended as an aid to elementary teachers implementing law-related education programs. The guide opens with a rationale for law-related education and an introduction to a variety of teaching strategies. Sample lessons drawn from various curriculum projects are then presented. The lessons are organized into five topic areas: the need for law, freedom, authority, fairness, and conflict. The activities are varied and include educational games, role playing, analysis of such literary works as "The Tale of Peter Rabbit" for relevant legal concepts, chart and graph work, case studies, and discussions. For each activity, background information, objectives, procedures, and reading selections are presented. The final section of the book contains suggestions for using a variety of outside resources in law-related education. A bibliography of children's books that lend themselves to teaching legal concepts concludes the document. (DB)

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Circle Pines, Minnesota 55014

American Psychological Association
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Washington, D.C. 20036

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Association for Childhood Education International
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Washington, D.C. 20016

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Peoria, Illinois 61615

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Center for Teaching International Relations
University of Denver
Denver, Colorado 80208

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Chicago, Illinois 60631

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Box 2219
Hartford, Connecticut 06115

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London, SW11, United Kingdom

Current Affairs
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Ridgefield, Connecticut 06877

Educational Enrichment Materials
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Bedford Hills, New York 10507

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School of Education
Evansville, Indiana 47702

Feminist Press
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Follett Publishing Co.
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Lexington, Massachusetts 02173

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Communications Park
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New York, New York 10017

Harper and Row
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New York, New York 10022

Heath and Co., D.C.
125 Spring Street
Lexington, Massachusetts 02173

History Simulations
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Houghton Mifflin Co.
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Interaction Publishers, Inc.
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Lakeside, California 92040

Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

Kentucky State Department of Education
Capital Plaza Tower
Frankfort, Kentucky 40601

Laidlaw Brothers
Thatcher and Madison Streets
River Forest, Illinois 60305

Legal Studies Simulations
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Livonia, Michigan 48151

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New York, New York 10022

McGraw-Hill Book Co.
1221 Avenue of the Americas
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1300 Alum Creek Drive
Columbus, Ohio 43216

Microfilming Corporation of America
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Sanford, North Carolina 27330

Modern Curriculum Press
13900 Prospect Road
Cleveland, Ohio 44136

Mosby Co., C.V.
National Order Department
11830 Westline Industrial Drive
St. Louis, Missouri 63141

National Council for the Social Studies
3501 Newark Street, N.W.
Washington, D.C. 20016

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

National Geographic Society
Educational Services
17th and M Streets, N.W.
Washington, D.C. 20036

New Mexico Law-Related Education Project
State Bar of New Mexico
Box 25883
Albuquerque, New Mexico 87125

New Mexico State Department of Education
Education Building
DeVargas and Don Gaspar Streets
Santa Fe, New Mexico 87503

New York State Education Department
Albany, New York 01103

Northeastern University
Business History and Economic Life Program
1 Lake Hall
Boston, Massachusetts 02115

Oakland County Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48031

Ohio Department of State
14th Floor, State Office Tower
88 East Broad Street
Columbus, Ohio 43216

Oklahoma State Department of Education
Oliver Hodge Education Building
2500 North Lincoln
Oklahoma City, Oklahoma 73105

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700 Pringle Parkway, S.E.
Salem, Oregon 97310

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Phoenix, Arizona 85004

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6 Davis Drive
Belmont, California 94002

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Project on Social History
Carnegie-Mellon University
Schenley Park
Pittsburgh, Pennsylvania 15213

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Social Science Education Consortium, Inc.
ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
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South Carolina State Department of Education
801 Rutledge Building
Columbia, South Carolina 29201

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Plattsburgh, New York 12901

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St. Paul Companies, Inc.
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New York, New York 10027

Teaching and Learning About Aging
McCarthy-Towne School
Acton, Massachusetts 01720

Texas Education Agency
Division of Curriculum Development
201 East 11th Street
Austin, Texas 78701

Trenton Public Schools
108 North Clinton Avenue
Trenton, New Jersey 08609

United Nations Association of the United States
300 East 42nd Street
New York, New York 10017

UNESCO
7 Place de Fontenoy
75700 Paris, France

U.S. Committee for UNICEF
Department of GC/ED
221 East 38th Street
New York, New York 10016

Vermont State Department of Education
Montpelier, Vermont 05602

Walt Disney Educational Media Co.
500 South Buena Vista Street
Burbank, California 91520

World Eagle
64 Washburn Avenue
Wellesley, Massachusetts 02181